

VOLUME V

The

NUMBER 10

A.T.A. Magazine

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

MAGISTRI NEQUE SERVI



MARCH, 1925



A Promising Dawn

Next to a bad home, the worst disability a child can labor against is that of being denied the opportunity to have an education. A schoolhouse closed by reason of conditions over which neither parent nor child has any control is a disaster to the child's prospects in the competition of life.

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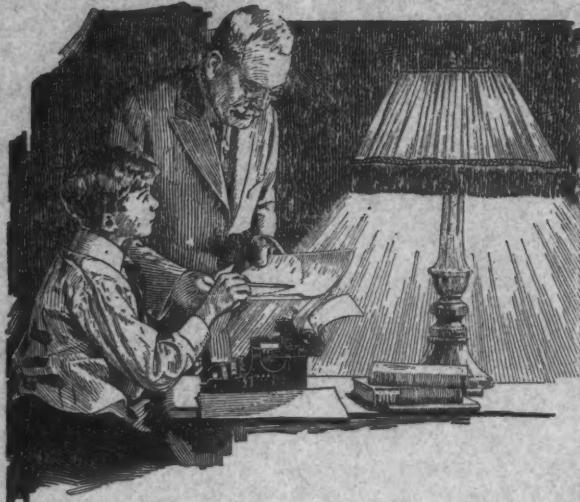
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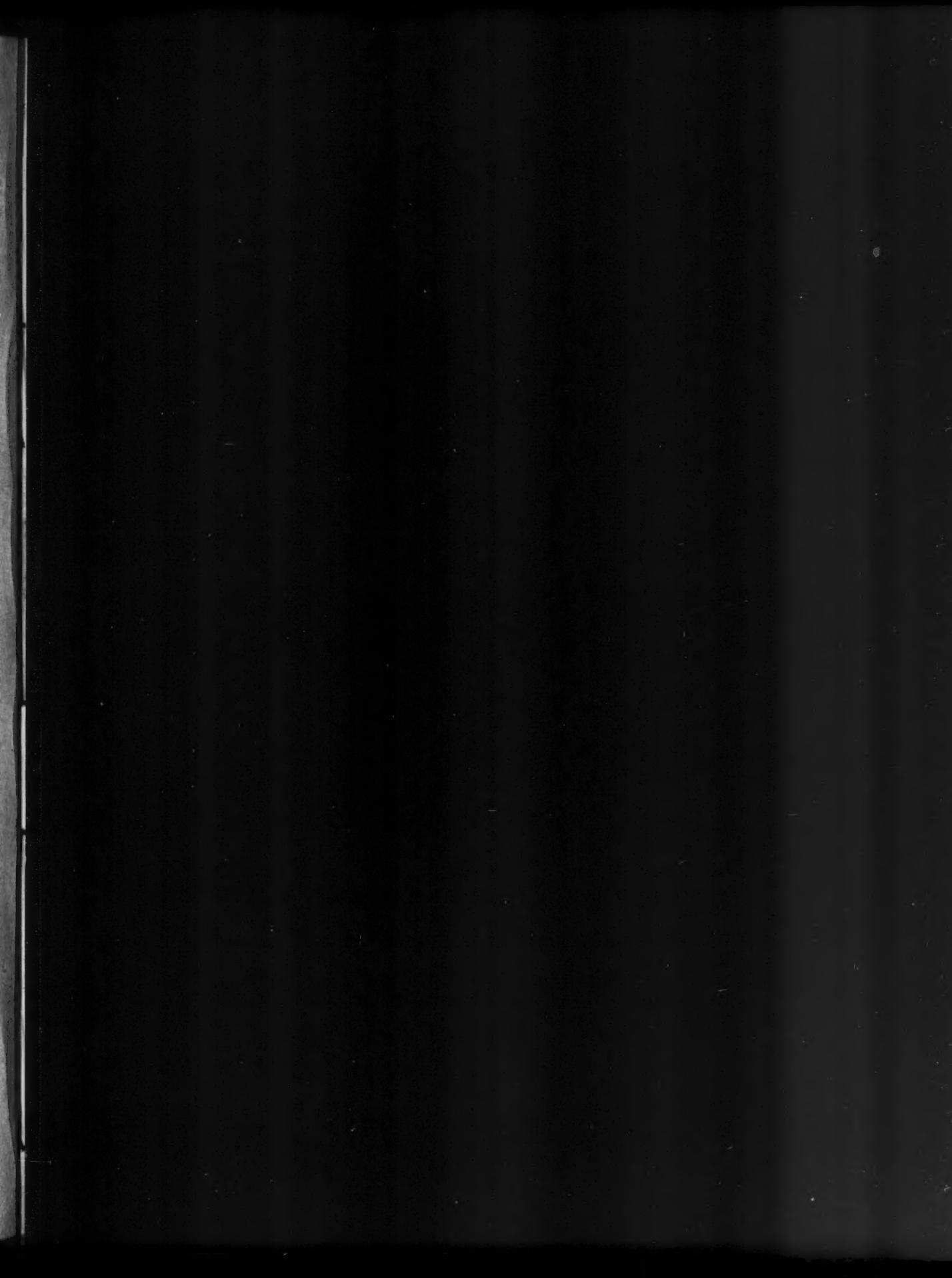
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The A.T.A. Magazine

MAGISTRI NEQUE SERVI

Official Organ of the Alberta Teachers' Alliance, Inc.
Published on the First of Each Month.



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President: W. W. Scott, Calgary.

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ASSOCIATE EDITORS: T. E. A. Stanley, Calgary; J. T. Cuyler, Medicine Hat; Miss M. J. Goudie, Medicine Hat; C. S. Edwards, Edmonton; J. D. Ferguson, Calgary.

BUSINESS MANAGER: John W. Barnett, Edmonton.
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Non-Members - - - - - \$1.50 per annum

Vol. V.

Edmonton, March, 1925.

No. 10

INNISFAIL S. D.
CLUNY S. D. No. 2334
LUCKNOW S. D.
WABAMUN SCHOOL BOARD
WAINWRIGHT S. D. No. 1658
GLENWOOD CONSOLIDATED No. 32
REDCLIFF SCHOOL BOARD
VERMILION SCHOOL BOARD

Candidates selected for the above posts who are members of the A.T.A. are earnestly requested to apply for information to

JOHN W. BARNETT,
General Secretary-Treasurer,
Alberta Teachers' Alliance,
Imperial Bank Bldg., Edmonton.

Official Announcements

NOMINATIONS FOR ELECTION OF THE EXECUTIVE (1925-26):

The following positions will be vacant at Easter: President, Vice-President, and the District Representative for each of the following geographic divisions: City of Calgary, City of Edmonton, Northern Alberta, Southeastern Alberta, Southwest Alberta.

PRESIDENT: Nominations for the office of President are, according to the provisions of the Constitution, restricted to members of the Alliance who have had previous experience on the Provincial Executive: therefore, the following are eligi-

ble for nomination by any Local for election to the office of President:

W. S. Brodie, Lethbridge.

J. T. Cuyler, Medicine Hat.

Miss K. Chegwin, Edmonton.

Miss R. J. Coutts, Calgary.

P. H. Dobson, Edmonton.

Miss M. J. Goudie, Medicine Hat.

H. Leonard Humphreys, Edmonton.

F. D. B. Johnson, Calgary.

C. E. Leppard, Calgary.

Jas. McCrea, Vegreville.

G. D. Misener, Edmonton.

H. C. Newland, Edmonton.

C. E. Peasley, Medicine Hat.

F. Parker, Calgary.

Claude Robinson, Camrose.

J. M. Roxburgh, Edmonton.

C. Riley, Medicine Hat.

W. W. Scott, Calgary.

J. E. Somerville, Edmonton.

T. E. A. Stanley, Calgary.

D. M. Sullivan, Medicine Hat.

Miss M. B. Tier, Calgary.

Golden L. Woolf, Cardston.

Miss Ada I. Wright, Vegreville.

VICE-PRESIDENT:

Any member of the Alliance is eligible for nomination for office of Vice-President.

DISTRICT REPRESENTATIVES:

Calgary: Any member of Calgary Local is eligible for nomination.

Edmonton: Any member of an Edmonton Local is eligible for nomination.

Northern Alberta: In order to be eligible for nomination, a member must be located in the Northern Alberta Constituency. This Constituency includes the following Parliamentary subdivisions: Red Deer, Leduc, Ponoka, Wetaskiwin, Stony Plain, Edson, South Edmonton, Vegreville, Vermilion, Alexander, and all North.

Southwestern Alberta: In order to be eligible for nomination, a member must be located in one of the following Parliamentary subdivisions: Innisfail, Olds, Didsbury, Cochrane, N. and S. Calgary (outside the city limits), Rocky Mountain, Gleichen, Okotoks, High River, Nanton, Little Bow, Claresholm, Lethbridge, McLeod, Pincher Creek, Cardston (including all towns along the C.P.R. line from Lethbridge to Cardston).

Southeastern Alberta: In order to be eligible for nomination, a member must be located in one of the following Parliamentary subdivisions: Camrose, Sedgewick, Wainwright, Ribstone, Stettler, Coronation, Hand Hills, Acadia, Bow Valley, Redcliff, Medicine Hat, Warner, Taber (excluding all towns along the C.P.R. from Lethbridge to Cardston).

HOW TO NOMINATE.

In order to nominate a member for election to office in the Provincial Executive the following procedure is necessary:

Any member in a Local may suggest that the Local nominate a particular individual for election to office, and if the majority of the local approve, the Secretary-Treasurer is required to send an official notification of this nomination to the General Secretary-Treasurer.

Every local has the privilege of nominating three persons—one for the office of President from amongst the list given above; one for the office of President from the Province at large; one for the office of District Representative, the members eligible for nomination being restricted as above.

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CONTENTS

PROSE

John Franklin, from "The Book of the Long Trail."
David Livingstone, from "The Book of the Long Trail."
Robert Scott, from "The Book of the Long Trail."
Trafalgar, from "The Book of the Blue Sea."
The Battle of Jutland, from "Tales of the Great War."
Zeebrugge and Ostend, from "Submarines and Anti-submarines."

POETRY

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The Fighting Téméraire.	He Fell Among Thieves.	Hic Jacet.
Hawke.	The Best School of All.	The Adventurers.
	The Vigil.	

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RESOLUTIONS FOR THE ANNUAL GENERAL MEETING.

In order that any Local may bring up a question for consideration at the Annual General Meeting, a similar procedure is required as in the case of nominations for election of members for the Provincial Executive: that is to say, a member in good standing in the local must introduce a resolution, have this resolution passed by a majority vote, and on the authority of the vote of the members, send the resolution to the General Secretary-Treasurer, who will see that this resolution is placed on the agenda of business for consideration at the Annual General Meeting.

COLLECTION OF FEES.

The early winter and closing of roads for travel, together with the lateness of the Annual General Meeting, has very seriously shortened our period of field work. Between now and the time of the Annual General Meeting the only possible method of extending the work of the Alliance will be through the aggressive work of Locals and by correspondence from Head Office. Correspondence is the most unsatisfactory method of doing this kind of work, for it is the "personal touch" which counts most. Unless there be a vigorous campaign amongst Locals during the next three months, our membership will suffer the first "drop" in the history of the Alliance. The Executive therefore makes a very urgent appeal for energy, concentration and loyalty on the part of Locals. Our financial year closes on March 31, and Locals are asked to keep this date particularly in mind, so that every possible membership fee may be forwarded on or before that date. The tide seems to have turned at last, salaries in the rural districts have now reached rock-bottom level; the situation has been saved by the Alliance in the cities; recent successes in the Law Courts have added greatly to the prestige of the A.T.A., and all that is now required is energy, optimism and a bumper roster of membership.

PAYMENTS REQUIRED OF MEMBERS

Annual Salary	A.T.A.	Subscription		Total
		Dues to	to The A.T.A.	
(1) Under \$1500	\$ 5.00	\$ 1.00	\$6.00	
(2) \$1500 but less than \$2000	7.00	1.00	8.00	
(3) \$2000 but less than \$2500	9.00	1.00	10.00	
(4) \$2500 and over	10.00	1.00	11.00	

These fees do NOT include the local Alliance fee.

N.B.—Every loyal member of the Alliance should subscribe the \$1.00 (included above) to the A.T.A. Magazine.

NAMES AND ADDRESSES OF LOCAL SECRETARIES

Local Alliance	Name and Address of Secretary
BANFF	Hugh J. Macdonald.
BASHAW	J. L. West, Bashaw.
BELLEVUE	Mr. C. V. Asselstine, Bellevue.
BLAIRMORE	Miss V. J. Keith.
BOW VALLEY	Mr. Reid.
BROOKS	Miss M. B. Warren.
CALGARY PUBLIC	F. Parker, 929 4th Ave. W.
CALGARY SEPARATE	Jos. English, 535 18th Ave. N.W.
CALGARY HIGH	H. B. Love, Commercial High School.
CAMROSE	C. H. Pearson.
CANMORE	Miss E. M. Cowan.
CARDSTON	Pearl Duce, Cardston.
CASTOR	A. J. A. Powell.
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CHIPMAN	F. L. Tilson.

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EDMONTON PUBLIC	W. Wees, Garneau School.
EDMONTON SEPARATE	P. Maher, 8632 108th St.
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GRANUM	H. G. Beaum, Granum.
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HILLCREST	Miss B. C. Sellon.
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LACOMBE	Miss I. J. Hotson.
LAMONT	Miss Ada A. Crilley.
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LETHBRIDGE HIGH	D. F. Pegrum, 1201 7th Ave. S.
MAGRATH	Miss N. M. Taylor.
MAYERTHORPE	Alex Stockwell, Connor Creek.
MEDICINE HAT PUB.	Bray Powell, 141 2nd Ave. S.E.
MEDICINE HAT HIGH	P. L. F. Riches, Alexandra High School.
MONTARIO	John Paul, Monitor.
MUNDARE	Miss J. J. S. McCallum, Mundare.
NORDEGG	Miss R. McLaughlin.
OKOTOKS	H. F. Robins, Okotoks.
OLDS	W. M. Murray.
OYEN	Mrs. Alice C. Robinson, Oyen.
PINCHER CREEK	Eric V. C. Tucker, Pincher Creek
PROVOST	Miss B. L. Taylor.
RAYMOND	Jno. H. Blackmore, Raymond.
RED DEER	Miss Pearl Ebert, Red Deer.
SMOKY LAKE	Miss P. Nimersky, Smoky Lake.
STETTLER	Thos. Fletcher, Stettler.
STROME	M. Creig, Strome.
STONY PLAIN	Leslie Robbins.
TROCHU	Principal of School, Trochu.
VEGREVILLE	Miss I. M. Mitchell, Vegreville.
VETERAN	Miss M. M. Egy.
VIKING	Miss G. Gallagher.
VULCAN	Principal of School, Vulcan.

PROVISIONAL LOCALS

BELLIS	Mr. N. Poohkay
HALKIRK	E. P. Foster
LINFIELD	Mr. W. Wallace.
ROSEMARY	Mr. McNamara, Rosemary
OLDS	W. M. Murray.

Newly appointed Secretaries of Locals are asked to inform Headquarters immediately after appointment in order that our record may be kept up-to-date. The list of Locals and Secretaries will be published every month in the A.T.A. Magazine.

Resolutions

RESOLVED: That this local go on record that the Alliance take disciplinary measures against teachers against whom dishonest practises in Departmental Examinations can be proved.—(Strathmore Local.)

PERPETUATED SALARIES

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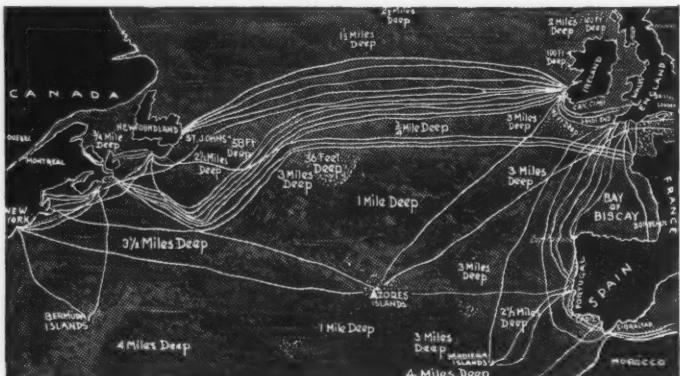
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Communications

56 Division Ave., Medicine Hat, Alta.
Feb. 13th, 1925.

General Secretary-Treasurer,
Alberta Teachers' Alliance, Inc.,
Edmonton, Alta.

Dear Sir: I have just received the cheque for the amount due me from the Lomond S.D., and I wish to express my appreciation to the Alliance for the good work done in this case for me.

Very truly yours,
(MISS) VELVA M. PEDERSON.

Editor, A.T.A. Magazine:

Dear Sir: Though there are at the present time forty students in Alberta enrolled with the Extension Department of Queen's University, yet I have little doubt that there are among your readers a large number who are not enrolled, but who would find in that institution a solution to the problem of advanced education that they are at the present time unable to meet. I should therefore be glad of a little space in which to set down some of the benefits to be gained by taking extra-mural work with Queen's. My own obligation to this branch of the University is so great that I feel bound to give any possible assistance in advancing the popularity and welfare of the institution.

Practically every teacher who is in the profession for any length of time harbors some ambition, latent or open, towards advancing himself or herself in his or her vocation. In many cases this turns towards college education, which formerly involved long years of saving, a complete break from professional ties, and several years of residence in the University city. Many ambitions failed to rise to these formidable requirements, and the dreams of higher education never became more than dreams. This was especially true of the married teacher, whose bonds were commonly more firm, and whose saving power less effective. At the present time, however, there is little reason why any teacher, possessed of the few essential qualities of determination, perseverance, and some ability in self-instruction, should not advance towards his most sanguine aspirations.

Granted that teachers as a body are over-worked, it is still true that nearly every teacher could retrieve without overstrain considerable periods of wasted time in which to carry on studies in a congenial subject. The ideal course is, naturally, to enroll in University classes along those lines, either which are of inherent interest to the student, or those which are being taught at the time. In this way, one's recreation can be at the same time one's scholastic advancement, and the time spent in preparing lessons will throw light on University work, and *vice versa*. This Scotch system of killing two birds with one stone should appeal to every thrifty and ambitious soul in the Province. I can vouch for its effectiveness, as I was teaching English and History in Alberta in the year 1922-24, and taking extra-mural work with Queen's in those subjects at the same time; and examination results showed that, although the same examination is set for both, it is quite possible to compete effectively with intra-mural pupils.

Not all the requirements for a degree can be met with by correspondence work, and no one who has been

an intra-mural at Queen's would have it so. But the Extension Department makes it possible for Western teachers to work off the first two years of degree work extra-murally, during which time the aspirant for a degree can be saving up money to complete the course by Summer School work, or by winter residence at Kingston.

There are a large number of Extension Course "boosters" living in Alberta. You will find they all have the same tale to tell. If you are interested, drop a line to A. H. Carr, Director of Extension work at Queen's, and get full particulars. Registration for the summer should be made before April 9th, and must be made before the 17th of that month.

I am, Sir, yours, etc.,
WILFRID EGGLESTON.

215 University Ave., Kingston, Ont.

Directory

THE CANADIAN TEACHERS' FEDERATION

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NATIONAL UNION OF WOMEN TEACHERS (England):

Miss Ethel E. Froud, 39 Gordon Square, London (Eng.), W.C. 1.

C. T. F. News Letter

KNOW CANADA FIRST

If Canada is to attain the high position within the Empire to which she is entitled by reason of her varied and unlimited resources, each province must clearly understand the economic conditions of the rest, and be ready to lend a helping hand in the solution of any difficulties that confront them. The Canadian soldiers in France knew not East nor West. They stood shoulder to shoulder for Canada and the Empire. The same

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spirit should prevail in peace. East and West should disappear in a united nation.

From the time that the United Empire Royalists showed their devotion to the British flag, the Canadian teacher faithfully inculcated lessons of patriotism with the result that in 1914 hundreds of thousands of young Canadians were ready to answer the call of duty. When outnumbered, they stood steady; when hard pressed by the enemy, they held their ground, in full confidence that Britain and right would triumph in the end. The lessons of the schoolroom were not forgotten.

The Canadian Teachers' Federation, embracing as it does some 16,000 teachers from the different provinces, stands for the unity of Canada and the advancement of Canadian ideals. Its value from a patriotic standpoint cannot be over-estimated. The members of this vast organization are in constant communication with one another, and personal visits ensure a first-hand knowledge of incalculable value that will tend to remove real or imaginary grievances.

The C.T.F. believes that every Canadian teacher should know Canada first, and, whenever possible, use the summer holidays for the acquisition of this knowledge. Ontario invites all to visit Toronto during the week of August 10th this year, where a cordial welcome is assured, for Dr. E. A. Hardy and an energetic committee are making complete arrangements for an attractive program. A special train will leave British Columbia under the personal direction of Mr. Harry Charlesworth, a highly esteemed past president of the organization, and will stop at all the important centres on the way to and from Toronto. Every detail will be arranged to ensure the personal comfort of the travellers.

If the endorsement and co-operation of the teachers' associations in the Maritime Provinces can be secured, another special train, under the auspices of the C.T.F., will leave the Atlantic and meet the one from the Pacific in Toronto. Mrs. Elizabeth A. Irvine, 1053 Mount Royal Boulevard, Outremont, Que., a capable and enthusiastic representative of the C.T.F., is conferring with the railway officials at Montreal in the preparation of preliminary plans. These will be announced at the earliest possible moment for the guidance of the teachers in planning their vacation next summer.

If our teachers acquire a personal knowledge of the various provinces, and gain a vision of Canada's splendid possibilities, they will make such an impression on the minds of our future statesmen, who are yet at school, that the narrow provincial viewpoint will disappear in wise legislation for a united Canada. It is our duty to know Canada first.

Local News

ANNUAL BANQUET OF CALGARY TEACHERS

One hundred and fifty teachers and guests sat down to the annual banquet of the Calgary Public School Local of the Alberta Teachers' Alliance on Saturday evening, January 31st, in the Hudson's Bay dining room. The gathering was also the annual business meeting of the Alliance, reports being given by the Past President and the Provincial President, and an address on "Ideals in Teaching" being given by Rev. George A. Dickson, of Knox Church, who was a guest.

The invited guests included Dr. A. M. Scott, Superintendent of Schools, and Mrs. Scott, Rev. George Dickson and Mrs. Dickson, Mrs. A. E. Langford and T. B. Riley, of the School Board, and were received by the members of the Local Executive.

In his address, which was interspersed with many amusing anecdotes, Mr. Dickson stressed character building. This function of education, he said, is far more important than general culture.

J. W. Verge, Past President of the Calgary Public School Alliance, reviewed the work of the past year, telling the teachers of the achievements of the Local during the twelve months. W. Scott, Provincial President, outlined the activities of the provincial organization during the same period. During the evening a hearty vote of thanks was tendered Mr. Verge for his services as President of the Local during the past year. A resolution proposed by Miss Patterson, and seconded by Miss Henderson, was passed recommending that the monthly business meetings be held on a particular evening each month. The evening will be decided on at the February meeting.

Vocal solos were rendered by Miss Ramsay and Elgar Higgin during the evening, and received hearty encores. W. M. Brock, President of the local, presided. The National Anthem brought an enjoyable evening to a close.

The Calgary Pensions Committee has done yeoman service up to date, and much interest is being manifested in the press and elsewhere. The Committee interviewed the Minister of Education when in Calgary during the Trustees' Convention, and arrangements have been made to plan the scheme for the Cabinet within the next few days.

MEDICINE HAT

The Medicine Hat High School Local boasts of 100 per cent. membership, every one of the twelve members of the local High School staff being a paid-up member of the Alliance. The officers are: President, Chris Riley; Vice-President, Miss Olivia J. Fulton; Secretary-Treasurer, Mr. Percy Riches.

Night classes in Commercial work were organized last October under Mr. and Mrs. E. J. Thalakson. The enrollment is now over 45. Commercial classes were discontinued by the Board in 1923, and these night classes are proving highly popular. Evening classes in Millinery are also in progress, and are in charge of Mrs. A. E. Lloyd, the enrollment being upwards of thirty.

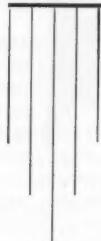
Miss Mary Fowler, mathematics specialist, has returned from a six-months' post-graduate course in Chicago University, in which course she obtained a Chicago M.A. degree.

Miss Margaret Munroe, B.A., is now in charge of the Moderns department in the High School. A class in German was organized in September, this subject not having been taught since the war.

The chief topic of discussion at the regular January meeting of the Medicine Hat High School Local was the proposed pension scheme, known as "The Alberta Teachers' Retirement Act." The storm-centres of discussion were Section 4 and Subsection 1a of Clause 9. No amendments were offered, and the scheme was endorsed as read, subject to the approval of the Annual General Meeting.

Mr. I. S. Reeds, B.A., is now principal at Irma, Alta., and Miss D. L. Field, B.A., has accepted a position on the staff of Central High School, Calgary.

TIMELY TIPS on SUMMER TRIPS Will Ensure a PLEASANT VACATION



5

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BRITISH ISLES — EUROPE

The newly-organized branch of the Kiwanis Club contains two local teachers, Mr. Chas. E. Peasley and Mr. J. T. Cuyler. An educational talk was given by Mr. Peasley at the first meeting in January.

Delegates to the annual meeting of the Trustees' Association of Alberta are Mr. Hector Lang, Chairman of the School Board, and Mr. B. F. Souch, Chairman of the Finance Committee.

Some of the lady teachers of Medicine Hat have formed a basketball team, with Miss H. Johnson, of the High School staff, as captain.

Mr. W. Ludlow, Vice-Principal of Elm Street School, has been elected President of the Swastikas, one of the clubs of the City Amateur Athletic Association.

CALGARY LOCAL

The monthly general meeting of the Calgary Teachers' Alliance was held February 24 in McDougall School.

There was quite a good attendance considering the cold weather, and the meeting was presided over by the President, Mr. Brock. The chief items of business transacted were: the reading of the reports of various committees; the nominations for office in the Provincial Organization; and the decision to be represented at the interview with the Provincial Cabinet on the pensions scheme. The teachers decided to send Mr. Brock and Mr. Verge to represent the public school teachers before the Cabinet.

For provincial honors, the nomination for election to the office of President was extended to F. Parker, who has been the Calgary representative for the last year. For Vice-President, it was decided to leave this for the next meeting, and for Calgary Representative the public school teachers decided to support the nominee of the High School Local.

It was also agreed to call the monthly meeting on the second Monday of each month, at 4.30 in the afternoon.

Other matters of interest were raised, and a very interesting meeting came to a close at 10 o'clock by the singing of the National Anthem.

MAYERTHORPE LOCAL

The January meeting was held on the 24th at the schoolhouse, Rochfort Bridge. Before the meeting hospitality was provided by the Rochfort staff in the form of a turkey dinner—not forgetting the cranberry sauce! At the meeting it was decided to take further time to consider the new grammar text before passing opinions, and to meet early in the next month to dispose of the question.

The President was unavoidably absent, owing, we were sorry to learn, to sickness.

The teachers spent a pleasant evening as guests at a party given to the pupils of the senior room by the staff.

The February meeting was held in the Institute Hall at Mayerthorpe on Friday evening, the 13th, with a sublime disregard for the ill-luck supposed to be attached to both day and date. (Superstitious readers, please count the number of letters in "Institute Hall.") Until further notice, the regular monthly meeting will be held on the second Friday, at Mayerthorpe. So the next occasion is March 13th! But don't let this keep you away.

Seven teachers were present. We were glad to

welcome back our President. After a lively discussion, the grammar text was finally disposed of with sundry recommendations. The members seemed well satisfied with the text as a whole, and the recommendations were in the nature of details. Some of the important features of the Pensions Scheme were brought to the attention of the members. A discussion followed regarding the movie show put on by the Department of Extension in the Mayerthorpe neighborhood during the first week of February, and it was suggested that, in view of its popularity, the Department be again communicated with, with a view to our getting the same service again at some future date. We have added another place to the circuit—Greencourt—and now have a full week's work for the movie man.

"Geography" will be the subject of discussion at the next meeting. Teachers should bring along resolutions intended for the A.G.M., for the meeting to consider.

If you're within reach of Mayerthorpe, come, whether you're a member or not. If you are, we'll receive you with open arms—fraternally, speaking. If you're not, it will simply be a case similar to that of the young man we read about once, who went to see a heartbreaker: "I came, I saw, I fell." You can't help falling for the A.T.A. We're the finest bunch you ever met. Come, and be convinced.

REPORT ON PROPOSED GRAMMAR COURSE, COMPILED BY MAYERTHORPE LOCAL, ALBERTA TEACHERS' ALLIANCE

In order to make this report as complete as possible the "Outline" was passed from teacher to teacher by mail. At the meeting held at Mayerthorpe Friday, February 13th, the following recommendations were made by the seven teachers present, and the Secretary was instructed to embody these in a report to headquarters:

1. Page 204: Begin with "Dogs bark", and build up a more "rounded-out" sentence. The functions of adjectives and adverbs are more readily grasped by this method. The pupil chooses words for himself and thus gets acquainted with the characteristics of these modifiers, as well as the "bare subject and bare predicate" idea. Pupils are more successful in building up than in tearing down.

2. Make definitions more complete and definite, and give examples for the sake of comparison, when dealing (e.g.) with the classification of sentences. The definition of a verb (Page 215) as "an action word" is too general.

3. Page 213: Include "pronouns" in the statement, "Prepositions very often take nouns as objects."

4. Don't divide verbs into "doing, having or being." This classification seems peculiar and of little grammatical value. The third function is not readily grasped by the pupils. There seem to be very few examples of the last-named.

5. Page 206: Use the word "modifier" rather than "enlargement."

6. Page 217: Teach that an adverb also modifies an adjective or another adverb, to Grade VII.

7. Page 264: What, exactly, is a finite verb? Make this clear. The text says "ought" is a finite verb.

8. Opinion was about evenly divided as to the desirability of taking up adjective phrases and clauses when teaching an adjective,

—Alex. Stockwell, Sec'y., Connor Creek, Alta.





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At the spring and fall Convocations of Queen's University in 1924, fifty-two Canadian teachers received degrees in Arts through the facilities of the Summer School and Extra-Mural Courses.

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For further information as to what Queen's is doing for Alberta teachers, write to Mr. H. E. Tanner, Stettler, Alberta (the Provincial representative of Queen's Summer School Association), or to Mr. George Cromie, Commercial High School, Calgary, Alberta, or to A. H. Carr, C.A., the Director of Extension Courses, Queen's University, Kingston.

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Camrose Normal Alumni



Through some oversight, our news items were omitted from the last two issues of the magazine. We are now back stronger than ever. We beg to acknowledge our indebtedness to sundry contributors, and hope they will be good enough to "come again."

Our Alumni year is nearing its close. Is a good resolution in order? Here it is: Let's do better by our Alumni Association this coming year. How? Supporting this column is one method. Who's married? Where's so-and-so now? Did you hear that . . . ? No, we didn't, but we'd like to. Here's the point: It's a big province, and we don't meet each other very often. It is plainly up to you, fair reader, to share up your news with us. Maybe you're shy about telling your own doings. Very well, then, don't give yourself away. You wouldn't anyway. But so long as we get the news we're quite indifferent as to the source. It's all "grist to the mill."

Soon we'll be gathered for our annual pow-wow. Come prepared to "put it over." Maybe you'll be put on a committee. Don't shirk the burden; shoulder it. We need your "pep." And have you any plans for the meeting to discuss? One of our members has suggested that we establish a permanent secretary's office for the sake of keeping track of our membership. Bulletins could be issued from time to time. Isn't some such system in vogue in Ontario? Our secretary laments the fact that only partial lists of our members are available. We evidently need a more substantial and definite system than the one we have. And—let me whisper it—we need just a little more "esprit de corps" in order to finish our year up with a flourish and get a good start on a new one.

All roads lead to Edmonton at Easter time. Let's all be there! Calgary Normal made us welcome last year; now it's our turn to play the host. Let's be on hand to make them welcome. Come in bunches and gangs! We'll find you a place to sit and plenty to eat. So come along.

Department of Education

Edmonton, February, 1925.

Sir (or Madam):

RE EXAMINATIONS, 1925

I have the honor to advise you that statistics indicating the number of students intending to write on the Grades VIII., IX. (First Year), X. (Second Year), XI., and XII., and Commercial Examinations in 1925, are required in order that the Department may organize the work for the current year.

You are therefore asked to supply on the enclosed card the information called for, in so far as your school is concerned, and to return it to the Department at the earliest possible date.

Teachers requiring forms of application for High School grades will be forwarded a supply upon receipt of this card duly completed.

The information on the card will be considered as an application for the Grade VIII. examination. The Department should, therefore, be informed if any additional Grade VIII. pupils enter the school after the card has been forwarded.

Should a teacher preparing candidates for examination leave his present school prior to the beginning of the examinations, he is requested to kindly notify this office and give, if possible, the name of his successor.

The Grade VIII. examination for 1925 will consist of the following papers:

Literature and Spelling.

Grammar and Composition.

Arithmetic and Rapid Calculation.

History, Civics and Geography.

Agriculture, Physiology and Hygiene and Art.

Candidates for the Grade VIII. examination will not be required to submit booklets on Agriculture to the Department of Education.

"Learning to Speak and Write", Book II. (Dickie) has been authorized for composition for Grades V. VIII.

Promotion tests will be provided by the Department of Education for students in attendance in Grades V., VI and VII. One set of the tests for these grades will be forwarded in June to the Secretary of each ungraded school in the Province, for the use of the teacher. Graded schools will be furnished with copies only upon request. The answer papers of the students in these grades will be valued by the teacher in charge of the school, and the results obtained shall be considered as a basis to assist the teacher in determining promotions. Teachers will, however, be expected to use their own judgment in the matter of promotions, passing the tests not being considered essential. They will not be required to submit any report of results obtained nor lists of students promoted.

Your obedient servant,

H. J. SPICER,
Registrar.

The Alliance First

The Alberta Teachers' Alliance was organized as a benevolent and fraternal society, its chief aim consisting in the main of mutual benefit and general help. On two or three occasions this general aim has been lost sight of by individual members, or by groups of teachers, who have discovered in some secondary interest a possible variation of policy, the adoption of which would involve an eclipse of the present ideal, and eventually an excuse for shady practices.

The first of these attempts at diversion of interest was when political affections moved certain members to propose affiliation of a Local Alliance with the Dominion Labor Party. We believe fully in the broad-minded interests of that party in the service of education. We know their aim to be single, sincere, and devoted solely to the benefits of culture. Their medium is, however, politics, and consequently their channel of endeavor is limited and circumscribed by all the interests that accrue from a political organization. As an Alliance, our educational interests are coincident



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with those of the Labor Party, but a mere coincidence with respect to one of their departments of effort does not necessarily indicate parallel thought in the totality of their interests. Education is our whole concern, the *sine qua non* of our existence, and our final appeal in all matters of difference.

Another divergence of interest has been brought into evidence in Edmonton by the Separate School Lay Teachers' strike. The close association between religious and secular education makes this a more difficult problem to contend with. Our Catholic friends will say that educational interests were best served when the Lay Teachers returned to their posts after the appeal being made to their religious convictions. We cannot deal lightly with this matter. The Alliance regards a contract as having the same religious significance as a covenant, and as having the same binding power as an oath or vow. Self-sacrifice is a laudable virtue, but it is unjust to use its appeal for the purpose of loosening the bonds of a contract. As members of an Alliance we promote the highest aims by adhering to contracts and by allowing no other consideration to warp our allegiance in that regard.

A third and more deadly diversion from the interests of the Alliance is in the form of the Bureau of Education. In this particular case the aims of the Bureau are coincident with those of the parent organization insofar as mutual aid is considered. The divergence of interest lies in the fact that, while all members look to the Alliance for the promotion of educational ideals and for protection from injustice, about ten per cent. seek gain from the writing of courses, from royalties, from the sale of synopses, and from the mathematical solutions. These are commercial propositions, foreign to the spirit of benevolence and fraternity. By resolution of the A.G.M. at Calgary last Easter, members' fees, paid for the express purpose of benevolence and fraternity, may be diverted to the payment of the ten per cent. who write courses. The results of this evil are already apparent. The membership is on the decrease; fees are slower in coming in; the Alliance has no reserve funds and is tied to a commercial enterprise the financial state of which is already hazardous. For fairness and justice one of two courses only is possible:

- (1) No writer of courses, synopses, solutions or holder of Bureau stock should hold office on the Executive of the Provincial Alliance.
- (2) The writers of courses, synopses, solutions, and holders of stock must form a company of their own separate from the Alliance.

These three departures from the general ideals of the Alliance indicate the possible disasters of the future. There is no strength where side interests are allowed to creep in and create a heterogeneous body, divided into groups, each having a separate axe to grind.

—H. R. LEAVER.

Pensions for Alberta Teachers

There seems to be quite a difference of opinion amongst those who are keenly interested in pensions as to whether or not it would be wisest to press determinedly for a Provincial Pensions Scheme or leave it to the large locals to exert pressure on their School Boards to adopt a local pensions scheme in every city.

One is tempted to make the statement that "any pensions scheme is better than nothing at all," but the facts show that if pensions schemes adopted by local School Boards are not actually sound, sooner or later they come down with a crash. And the pity is that these schemes crash just at the wrong time, after they have been in operation a number of years, at a time when those who have been paying into the scheme for a number of years are just about to claim benefits from the fund.

Suppose two or three of the Alberta City Boards adopted local pensions schemes, what effect would it be likely to have on the action of the Government? Human nature prevails even in the council of the mighty. Is it not possible that if some local schemes were put into effect, the Alberta Government would "pass the buck" over to School Boards entirely? Would they not be likely to say when the Provincial body of teachers met them urging them to go ahead with a pensions scheme: "—— city and —— city School Boards have adopted pensions schemes. Don't you think that pensions are more a matter for School Boards to deal with rather than the Provincial Government?" The final result would be that practically all the small Boards would do nothing with pensions and the majority of the teachers would be no better off than they are today.

One other point. If certain Boards adopted pensions schemes and many other Boards did nothing, each local pension scheme would serve as prison bars for the members of that particular staff: teachers would be bound body and soul to School Boards because leaving the service of the Board would automatically eliminate the teacher's equity or rights in the local pensions scheme.

The Alliance must thank very heartily the Calgary School Board for their splendid treatment of some of their teachers who have broken down in health recently. Several months' salary has been advanced and the School Board has shown itself most anxious in every particular to ameliorate the sad lot of those on their staff who find themselves unable to continue in the work of teaching. All honor to the Calgary School Board.

Admirable though the action of the Calgary School Board may have been in meeting financial situations so squarely and making grants which were not legal obligations, and splendid though may have been the spirit of fraternity manifested by the Calgary teachers towards their companions placed hors-de-combat, is it not a disgrace to all parties concerned—teachers, trustees and Government—that more energetic steps have not been taken to shield people who have given their lives to the teaching profession, from the spectre of penury or dependence upon charity. Is it not time that all parties interested in education and in the teaching profession hurled anathemas at "Let tomorrow take care of itself" or of "Sufficient unto the day is the evil thereof" methods of regarding the matter of pensions and breakdown allowances. "The mill can never grind with the water that is passed," and each year as members of the teaching profession grow older and more nearly approach the "crossing of the bar," the matter of pensions will grow more and more serious, and the more costly to all parties concerned it will be when the scheme is finally put into operation. Each year's delay means one year's less accumulation of contributions into the fund. Let us suppose that the scheme were delayed for another 20 years (which God forbid!). the majority of young teachers today will at

that time be thinking of leaving or being compelled to leave the teaching profession and be dependent upon the fund, which will have no accumulation of yearly contributions in reserve wherewith to meet its heavy obligations.

Obituary

After several months of failing health, Walter Scott, of the Camrose Normal School Staff, died at his home in Camrose on Monday, February 16th.

Mr. Scott was born on February 19, 1874, at Kilworth, Ontario, about five miles from the City of London. After completing his High School course, he taught for a time in the public schools of Ontario, before entering the University of Toronto. During his undergraduate course he taught three summers in rural schools in the West, earning his way through college by this means. He graduated in 1904 in the department of Honor Mathematics, along with Mr. J. A. Smith, our Senior High School Inspector.

On graduation, Mr. Scott came West. He taught for a short time in the Star S.D., near Wetaskiwin; and in the same year was appointed Principal of the McKay Avenue School in Edmonton. In about two years he received an appointment to the staff of the Central High School, Calgary; and this position he held until his appointment as Inspector of Schools at Hardisty in April, 1909.

Mr. Scott remained in charge of the Hardisty Inspectorate for thirteen years, until he joined the staff of the Camrose Normal School in the autumn of 1922. Here he served for two years in the capacity of Instructor in Mathematics and History, until the summer of 1924, when, on account of failing health, he was forced to withdraw from this work.

In 1912 Mr. Scott married Miss Kate Bertha McAusland, of Bloomfield, P.E.I. Besides his wife and two daughters, he leaves three brothers and five sisters, of whom all but one sister, Mrs. T. E. Gooch, of Camrose, reside in Ontario. Mr. Scott was a member of the Baptist Church, and of the Masonic Order.

Mr. Scott's career in this province has been marked by steady, faithful, conscientious devotion to the cause of education. He took a very active interest in school fairs. Another feature of his inspectorate work was a library maintained by him at Hardisty for the use of teachers in his inspectorate. Although his undergraduate studies were almost exclusively in the field of Mathematics, his later interests were largely in the line of History, Philosophy and Psychology. In 1923 he was granted the degree of Bachelor of Pedagogy, and at the time of his death he had practically completed the course required for the Doctor's degree in Pedagogy. It was characteristic of the man that he was founder of the Discussion Club of Camrose, a group of professional and business men, that meets regularly for the free discussion of all questions of current interest. He served as President of this Club until his death.

Mr. Scott did not seek wide popularity. Amongst the small coterie of those whose privilege it was to know him intimately he was held in the highest esteem, as a man *integer vitae scelerisque purus*.

February Atograms

READ THIS!

Trustees' Convention.—The Minister of Education in the course of his address to the gathering of school trustees at Calgary, presented the outlines of a scheme for equalizing the cost of education outside of the cities by means of a "Blanket Educational Tax." Watch the development of this scheme: it has great possibilities.

Departmental Regulations.—Read the latest Bulletin from the Department in regard to the midsummer examinations.

The Alliance Wins Another Test Case.—See Page 17, and the report headed: "Alliance Wins Another Test Case." The judge's decision in this case is that *if a teacher serves a full year under contract he is entitled to a full year's pay, whether he has actually taught 210 days or not.* Suppose 500 teachers in the Province are each \$30 short on the year's salary. Then this decision is worth \$15,000 to the teachers of the Province.

Work on the Pensions Scheme.—See the report on Page 18. The Provincial Pensions Committee met the Executive Council at Edmonton on February 28th. This Committee and a number of leading citizens from the four cities formed a delegation, led by Mr. F. S. Selwood, Chairman of the Calgary School Board.

Provincial sub-committees are at work in Lethbridge, Medicine Hat, Calgary, and Edmonton.

Alberta and Saskatchewan are the only two provinces of Canada that have not yet dealt with the question of Teachers' Pensions.

A Move to Unseat Alderman Gibbs.—The Edmonton City Council are seeking an amendment to the City Charter making it illegal for an employee of the Edmonton School Board or of the Edmonton City Council to sit as a member of either body. The following information has been received by wire from the Canadian Teachers' Federation:

Ernest Kilmor was Councillor for several years and Mayor of Aylmer, Ont., while Science Master in the Collegiate Institute. Opponents appealed to the Attorney-General, Sir John Gibson, who ruled in his favor.

McGregor Easson was Alderman in the City of Ottawa last year while Principal of the Elgin Public School.

No legislation in Ontario prohibits teachers from holding office as Alderman or Mayor.

Lieut.-Col. W. C. Michell,
President, C.T.F.

J. S. Mills, President of the Saskatchewan Teachers' Alliance, is a member of the City Council of Saskatoon.

Principal Coldwell, of the Haultain School, Regina, is a member of the City Council of Regina.

Principal Cresswell was Reeve of Rapid City, Manitoba, for three years.

Principal Hales is an Alderman of Brandon, Manitoba.

C. W. Laidlaw, Past President of the Manitoba Teachers' Federation, and Principal of a Winnipeg Junior High School, is a Councillor of East Kildonan, Winnipeg.

Why should teachers be disfranchised?

Editorial

PENSIONS AND STABILITY

Why do men quit teaching and begin at the bottom in some other profession? Why would hundreds more do so if they but dared to take the risk? Why have many middle-aged teachers turned "sour"?

The answer to these questions discloses what is often called the "tragedy of teaching"; which is the short span of a teacher's efficiency, and the impossibility of his accumulating within that time enough substance to maintain him decently as the shadows lengthen in "life's late afternoon." A lawyer is old at sixty, a teacher at forty; yet the lawyer's earning power steadily increases as the teacher's diminishes. Few persons having both a natural aptitude and an enthusiasm for teaching are fortunate enough to have at the same time the physical resources necessary for a long teaching career; and these fortunate ones, even, can do better, from an economic point of view, by investing their physical capital in some other enterprise. In other words, to be able to remain in the teaching profession after forty is a luxury, and few there are that can afford it.

How, then, can we give stability to the profession of teaching?

Obviously, in the analysis of this question, the facts cited above are fundamental. Moreover, all plans for efficiency grading, and for encouraging professional scholarship, all such expedients as the sabbatical year and the travel vacation, will fail to solve the problem. For these things deal only with symptoms; they do not come to grips with the cause of the trouble. The thing to be dealt with is primarily an economic maladjustment.

The teaching profession lacks economic stability. To meet this situation the Alberta Teachers' Alliance proposes a Pensions' Scheme. If this scheme is actuarially sound, there is only one thing to do; and that is, to get behind it and push.

THE ALLIANCE FIRST

Elsewhere in this issue we publish an article by Mr. H. R. Leaver, of Edmonton, in which the writer attacks certain policies of the Alliance, on the ground that they are pernicious and disruptive, and quite out of keeping with the letter and spirit of the Alliance Constitution.

The third of the questions raised by Mr. Leaver, namely, the relation subsisting between the Bureau of Education and the Alliance, is, no doubt, a matter for debate; and although this is the second animadversion on the question from Mr. Leaver's pen, we do not, of course, feel competent to deal with the issue he raises.

In regard to the other two matters, however, we

think that both his facts and his logic need amending. In the first place, if Mr. Leaver has read the Alliance Constitution—let us say, recently—he will know that there is one paramount aim there set forth: to raise the status of teaching as a profession in the Province of Alberta. That the Alliance has seriously attempted to do this very thing, and that its efforts have been rewarded with a fair measure of success, no one who knows the facts can seriously doubt. Furthermore, the Alberta Teachers' Alliance is not, although the writer seems to imply that it is, merely a "benevolent and friendly society" pursuing an "ideal"; nor is education its "whole concern." On the contrary, its policy has always been intensely realistic, as the policy of any successful organization must always be. It may serve us very well, on occasion, to invest our specific aims and projects with a drapery of glowing words about "ideals" and "education"; but in that way lies propaganda, not truth. No one is ever deceived; not even ourselves.

Now, the Alliance at one time considered affiliation with Labor as a practical policy. There were ample precedents. The American Federation of Teachers, in our opinion the world's most progressive organization of teachers, is affiliated with Labor. A large and increasingly vocal section of the National Union of Teachers was, and is yet, strongly in favor of affiliation. A majority of the Edmonton High School teachers favored affiliation. Nevertheless, it was thought wise to abandon the policy, and there are now few who question the wisdom of such a course. The point is, then, that, had the Annual General Meeting decided to turn the Alliance into a Trade Union, it would in no sense have violated either the letter or the spirit of our Constitution. The fundamental question was one, not of aims, but of practical procedure.

Mr. Leaver's second point, the issue of the Separate School Lay Teachers' strike, can be met by referring to the facts. Technically, a strike, to be a strike, must involve a violation of contract. But whether or not a contract has been violated is a question of law, or of fact, or of both. Such a question can be settled only by a court of law. It certainly cannot be determined by the Alberta Teachers' Alliance.

WHAT THE MINISTER'S SCHEME MEANS TO SCHOOL DISTRICTS

A levy of three mills on the assessable value of the land in Alberta outside the urban areas would produce roughly \$1,600,000. This would provide a grant of \$500 to 3,200 rooms, and, since there are approximately 3,000 rooms outside the urban areas, the proceeds will practically cover the demands on the \$500 per room basis.

The \$500 increase in grant as suggested will be paid in addition to the grant already paid, i.e., 90c per room per diem, together with an additional grant of 25c per diem if there be any High School pupils in

the room. It will be possible in future for a rural school district to earn in grant as much as \$500 from the "Blanket Tax," \$180 for ordinary grant, and \$50 special grant for High School work, making a total of \$730 in all. It means that considerably more than 50 per cent. of the total cost of running a one-roomed school will be received from the Provincial Government, and it will undoubtedly spur on the majority of school districts to operate the school for the entire school year of ten months.

In addition to the increased grant already mentioned, provision is also made for a "special" grant up to \$150 for school districts in particularly embarrassing financial circumstances. This grant, together with the above calculated amount of \$730, may furnish to certain districts an income from Government grants up to as high as \$880.

The table given below will show at a glance just how the ordinary increased grant will affect different school districts:

Assessment	Tax of 3 Mills	Increased Grant	Net	
			to District	Loss to District
\$ 20,000	\$ 60	\$500	\$440	
30,000	90	500	410	
40,000	120	500	380	
50,000	150	500	350	
75,000	225	500	275	
100,000	300	500	200	
150,000	450	500	50	
166,666.67	500	500	Nil	
200,000	600	500		\$ 100
250,000	750	500		250
300,000	900	500		400
350,000	1,050	500		550
400,000	1,200	500		700
450,000	1,350	500		850
500,000	1,500	500		

EDITORIAL POINTS

Ninety-five per cent. of all men who reach the age of sixty-five years are penniless. What is the preventive? Compulsory saving; that is, Insurance and Old-Age Pensions.

* * *

Twenty-three years ago, one of the ratepayers present at the recent annual meeting of the Innisfail School District wrote a letter to the *Innisfail Free Lance* (as it was then) discussing the merits and demerits of dismissing the Innisfail teacher. Innisfail is a pretty little town, situated in the heart of a big grave—it used to be called Poplar Grove. Is it possible that, during the last twenty-three years, its citizens, screened from the outside world, have been waging behind those trees an internecine feud a la Kentucky, each faction grimly bent on being the first to "fire" the teacher? According to the report given in this issue, they are still "at it."

ATTENTION, MEN OF CALGARY NORMAL '22-'23!

In order that the second annual reunion of the above classes may be held in Edmonton during Con-

vention week, all members are requested to get in touch with their class representative named below. Particulars regarding the time and place will be announced on the opening day of the Convention. Kindly write to class representative whether you intend going to Convention or not. State your present address, and your occupation. Any news regarding any class-men is solicited.

1A—E. Gerald Hatton, Crossfield.

11A—R. Allen Good, Dickson, Alberta.

IIB—Glen L. Palfrey, Diamond City, Alberta.

Innisfail Still "At It"

On Wednesday evening the annual School Board meeting was held in the Council Chambers, and there were probably two dozen people present besides the trustees and teachers.

The reports were requested read by Messrs. Robt. Stuart and G. W. West. These were rather illuminating to the small gathering—or rather that portion of the gathering who do their own thinking, regardless of the efforts of others to direct their line of thought.

The reports gave evidence that Innisfail is rather fortunate in the procuring of good teachers in all the rooms with the exception of that of the Principal, Mr. McCollum, who received only a fair report from the inspector.

The explanation was made by Mr. J. T. Rogers, the Chairman of the Board, that it was hardly fair to the present Principal that he should receive such an adverse report, given only about one month from the time of taking up his duties in Innisfail. While there is a modicum of logic in what Mr. Rogers said, we would draw the attention of our readers to a certain well-known fact—at least, well-known to those familiar with the methods of inspectors—namely, that an inspector's report is based quite largely on what he sees in the schoolroom, such as the methods used by the teacher in imparting his knowledge, also whether he has his scholars in hand, or whether they give evidence of good discipline or the reverse, and many other facts which are evident to the observant inspector. On this basis, it is perfectly fair to a teacher to give him a good or poor report. This was a phase of the question which appeared to have entirely escaped the Chairman of the Board.

Then, again, it will be remembered that when the Board let Miss Sophia Thompson out, their announced reason for so doing was that the inspector's report on Miss Thompson was not favorable. This was a good and valid reason in the case of Miss Thompson; but the Chairman said on Wednesday night that he did not believe the particular inspector's report (in the case of Mr. McCollum) worth a "whoop." This may possibly be quite all right and good logic—to implicitly accept the inspector's report in one case and say it is not worth a "whoop" in another. It may appear sensible to certain persons, but to those who are not led around by the nose, habitually, it is very poor logic.

At Wednesday night's meeting it was made public that Mr. O'Meara's report was Very Good, which scarcely bears the School Board out in its action in forcing that gentleman's resignation. This, we suppose, was another case in which the inspector's report was not worth a "whoop." It would be illuminating to the ordinary individual to be informed just what

inspectors are for, anyway. Perhaps the Government maintains these gentlemen for ornament—and not the guidance of small town School Boards. However this may be, it becomes evident, every time the O'Meara incident is opened up, that that gentleman received a "raw deal." Of course, all this is not apparent to those who deal in ready-made thinking, but to intelligent people it is very apparent.

Furthermore, Mr. O'Meara's co-workers know perfectly well exactly what kind of a deal he received, although they did not "walk out" on that account.

Furthermore, we wish to take exception to a few remarks made at the annual meeting which were not favorable to the Teachers' Alliance, remarks intended, apparently, to lead people to think that the Alliance was a sort of Bolshevik body. In this connection, we wish to state that we believe it is the inalienable right of any body of workers to band themselves together for their own protection against those who would, if they were permitted, ride the worker to his death. This is not only the workers' privilege, but it is an expression of wisdom on his part. We believe it to be a plain fact that any body or class of workers who do not organize for their own protection in these days, is doomed to extinction. Every year of our lives we are becoming—nationally—more unjust and selfish in our attitude one towards another. For this reason organization is imperative, and those who organize do not do so in order that they may dictate to their employers as to what they may do or not do, generally speaking, but as to what the employers **may or may not do to the employee**. Therefore, we submit that the Teachers' Alliance is not only permissible, but a necessity—until such time as School Boards become famous for their just and intelligent dealings with teachers.

—Innisfail Province.

Alliance Wins Another Test Case

A teacher who has taught throughout a school year is entitled to receive the full annual salary stipulated for in the contract, irrespective of whether or not the actual number of teaching days as determined by the School Act amount in all to 210 days. This is the effect of the judgment of His Honor Judge Winter, given on February 16th, 1925, in the action H. J. Stephens against Gem Consolidated School District of Bassano.

Stephens, a teacher, entered into an agreement with the Gem Board on August 15, 1922, at the rate of \$1,400.00 per annum from and after September 5, 1922. He entered into his services early in September, and taught until the end of June, 1923, at which time the contract was terminated by mutual agreement. During this period he actually taught 188 days, but the school was closed for various reasons, by order of the Board, for an additional 13 days, and in the result the Board paid him for salary \$1,341.00.

Under the School Act the salary of a teacher is estimated by dividing the rate of salary for the year by 210 and multiplying the result obtained by the number of actual teaching days within the period of his engagement, and, relying on this section of the Statute, the Board refused to pay him the remaining \$59.00. The evidence showed that the plaintiff was ready, able and willing to teach for the remaining nine days of the 210 days' school year, but the defendant Board, by failing to keep the school open for a suffi-

cient number of days, precluded him from actually teaching the full 210 days.

The case was presented before His Honor Judge Winter at Calgary on November 27, 1924, and judgment was reserved. The action was a test case to settle a point which has been the subject of much controversy between the teachers of the Province and School Boards for many years. It appears that the Department of Education has ruled from time to time that under such circumstances the teacher would not be entitled to salary for the full 210-day teaching year unless the contract had been in effect for a full calendar year.

As a result, hundreds of teachers have not been able to collect their full annual salary for several years. The judgment in the present action settles the controversy and over-rules the position taken by Departmental officials.

In this action it was contended on behalf of the plaintiff that where a teacher has performed a year's work, either by teaching the full 210 days or where his actual number of days did not amount to that number, he has, nevertheless, been ready, able and willing so to do, that he is entitled in respect thereof to payment for a full year's salary, which in the present case amounted to \$1,400.00.

It was also argued on behalf of the plaintiff that a perusal of the contract and the sections of the Statute in question reveal that there is an implied obligation on behalf of the Board to enable the teacher to teach 210 days, or to become entitled under the provisions of the Act to payment for the actual number of teaching days, and that the arbitrary figure of 210 days inserted in the Act was never calculated to defeat the claims of a teacher who had put in a full year's work, but was intended only to take care of any dispute between the parties where the teacher had taught for a few months or only a proportion of the school year, but that where a teacher had performed a full year's service the Board is bound to pay him his full annual salary.

His Honor Judge Winter referred, in giving his judgment, to Section 181 of the School Act, where it is provided that school shall be held at certain hours every day except Saturdays, Sundays and holidays, power being given to the School Board to alter the said school hours upon receipt of the permission of the Minister of Education. On these facts the Judge said: "It seems to me that in such a case as this the well-known principle which existed in dealings between principals and agents is applicable; that is, that where a principal, in breach of a contract, whether express or implied, by his actions, prevents the agent from earning remuneration contracted for, such agent is entitled to receive as damages the loss sustained as a result of the breach of contract. Taking the number of teaching days available for inclusion in the term 'actual teaching days' as 210, and the defendants having paid the salary for 201 days only, the plaintiff is entitled, under the circumstances, to be paid a further sum equal to nine days' salary, for which judgment may be entered in his favor, with costs."

G. H. Van Allen, solicitor for the Alberta Teachers' Alliance, of Edmonton, appeared for the plaintiff, and J. S. Mavor, K.C., of Calgary, appeared for the defendant Board.

Mr. Van Allen's argument was as follows:—

ARGUMENT

1. Section 199 of the School Act, R.S.A. (1922),

Ch. 51, as amended to 1924, is as follows:—

"199. The salary of a teacher shall be estimated by dividing the rate of salary for the year by two hundred and ten and multiplying the result obtained by the number of actual teaching days within the period of his engagement;

Provided that if the salary stated in the teacher's contract is given at a monthly rate, the rate of salary for the year shall be deemed to be a sum equal to twelve times the said monthly rate;

Provided further, that if a teacher has taught more than two hundred and ten days in any school year, he shall be entitled only to a year's salary;

Provided further, that subject to the provisions of this Act, the Board of every district may enter into such agreement with its teacher regarding the amount of salary to be paid, as may be mutually agreed upon and set forth in the contract provided herein;

Provided further, that a teacher shall be entitled to salary for days he is necessarily absent from his school in order to attend any teachers' convention or institute approved by the Minister, and for days during which his school is closed by order of a duly qualified medical practitioner, or by the Board, on account of the existence within the district of an actual or threatened epidemic of disease, but not exceeding in all thirty teaching days in the school year.

Unless otherwise provided for in the contract, either party thereto may terminate the agreement for teaching between the teacher and the Board of Trustees, by giving thirty days' notice in writing to the other party of his or its intention so to do.

Notwithstanding any agreement to the contrary, every teacher in an ungraded school shall be entitled to receive a minimum salary of seventy dollars per month, or eight hundred and forty dollars per year;

Provided, that upon an inspector of schools certifying, after investigation, that in his opinion it would be a hardship on the district to pay such salary, the Minister may authorize a less salary to be paid."

2. The plaintiff submits that the expression in subsection (1), "actual teaching days", is not confined to days actually taught. This expression includes the following:—

- (a) Days actually taught.
- (b) The days referred to in the fourth proviso of the section as follows:
 - (i) Days during which the teacher is absent at Conventions.
 - (ii) Days during which school is closed by order of a medical practitioner.
 - (iii) Days during which school is closed by order of the Board on account of an actual or threatened epidemic of disease.
- (c) Days during which the teacher is ill and unable to perform his duties as provided in Section 200.

3. The duties of a teacher are many, as shown by the eighteen classes set forth in Section 202. If the teacher is a Principal, he will have, in addition to that, the duties prescribed in Section 204.

4. The plaintiff submits that, having regard for the meaning of the expression "actual teaching days" as contended for above, the many duties which he must perform within the course of a year as set out in the

statute, that where a teacher has performed a year's work, either by performing his duties for 210 teaching days or where his actual number of teachings do not aggregate that sum, he has, nevertheless, been ready, able and willing so to do, that he is entitled in respect thereof to payment for a full year's salary, which in this case would amount to \$1,400.00.

5. The plaintiff also submits that it is clear from a perusal of the contract and the sections of the statute in question, that there is an implied obligation on behalf of the Board to enable the teacher to teach 210 days or to become entitled under the provisions of Section 199 to payment for that number of actual teaching days as hereinbefore defined. The arbitrary figure of 210 inserted in Section 199 was never calculated, it is submitted, to defeat the claims of a teacher who had put in a full year's service, but was intended only to take care of any dispute that might arise between the parties where the teacher had taught for a few months or only a proportion of a year. Where a teacher, however, has performed a full year's service, it is submitted that the Board is impliedly, if not expressly, bound to pay him his full annual salary.

6. The statement of fact agreed upon shows that the plaintiff was ready, able and willing to perform 210 days' service, but the defendant failed to keep the school open a sufficient number of days for that purpose, and thereby prevented him from earning a full year's salary, insofar as he was unable to put in 210 actual teaching days. It is thus clear that there has been no fault on the plaintiff's part and, the defendant having deliberately put it beyond the power of the plaintiff to put in 210 actual teaching days, the defendant cannot now be heard to say that the plaintiff is not entitled to salary for a full year's service. The plaintiff submits that the defendant is stopped from taking such a position, and that it is bound to pay him the balance of his year's salary.

7. The hardship which is borne by the teaching profession on account of the interpretation of the defendant of this section is easily seen, as it enables the Board, by longer vacation periods, unnecessary holidays, etc., to get a full year's service from a teacher and enable themselves to discount his full annual salary by \$50.00 to \$100.00 per year. The plaintiff submits that this is neither the spirit nor the letter of the Act. The plaintiff furthermore submits that he is entitled to a full year's salary under the proper interpretation of the words "within the period of his engagement" mentioned in Subsection (1) of Section 199. The plaintiff was employed under what is known as a continuous form of contract (See Exhibit A), and therefore the period of his engagement was not in any way limited, and he would therefore be entitled to payment for the remaining nine days.

Progress Made on Pensions

Considerable energy has been exerted by the Provincial Executive recently with a view to inducing the Alberta Government to pledge itself to introduce a Pensions Scheme for teachers.

The present scheme, which was published in the last issue of the A.T.A. Magazine, was prepared by the A.T.A. Pensions Committee, which was appointed at the last meeting of the Provincial Executive. This committee consists of the Calgary Pensions Committee,

augmented by the President of the Alliance and the General Secretary-Treasurer.

The Calgary Locals had been requested by the Calgary Public School Board to submit a Pensions Scheme for consideration by the Board, and this committee had taken considerable pains to inquire into Pensions Schemes actually in operation in other parts of the Dominion of Canada. The Provincial Executive felt that a local Pensions Scheme was probably not in the best interests of Alberta teachers, and therefore suggested that the experience and knowledge of this Pensions Committee should be utilized to the advantage of the Provincial Executive.

Taking the old A.T.A. Scheme compiled some five years ago and a scheme which had been drawn up by the Calgary Locals for submission to the Calgary Board, the Pensions Committee, acting upon suggestions made at the last Executive meeting, drew up the present scheme.

The matter has been laid before the School Boards of the Province and, generally speaking, the Boards have gone on record as favoring the idea of a scheme of pensions for Alberta teachers, and have pledged themselves to act in conjunction with the A.T.A. in bringing pressure to bear on the Government in the immediate future.

The Calgary School Board and the Edmonton School Board have each appointed a representative to serve on a delegation which will meet the Alberta Cabinet on Saturday, February 28th. Mr. Selwood, the Chairman of the Calgary School Board, has consented to lead the delegation. This delegation will consist of leading public men and women interested in education, and only a small proportion of the personnel will consist of teachers.

On February 5th last the Provincial Pensions Committee, accompanied by Mr. Selwood, waited on the Minister of Education when attending the Alberta Trustee's Convention, and laid the question of Pensions broadly before him, and made definite arrangements for the delegation to meet with the Alberta Cabinet. The following resolution, passed by the Calgary School Board, will give an idea of the way in which the Pensions Scheme is receiving the endorsement of City Boards:

"That this Board, having considered the proposed Act prepared by a Committee of the Alberta Teachers' Alliance and cited as the 'Alberta Teachers' Retirement Act', which Act provides for a pension scheme for teachers within the Province of Alberta, desires to express its approval of the General Scheme of Teachers' Pensions, and its belief that any such scheme should embrace the whole Province, and that any Act governing such scheme should be administered by the Provincial Government. And further be it resolved, that this Board assist the Alberta Teachers' Alliance by being represented on a delegation to lay the matter before the Provincial Cabinet."

It may also be noted that the President of the Alberta Trustees' Association has consented to form one of the delegation to the Cabinet.

It must not be supposed that the action of the Provincial Pensions Committee commits the teachers of Alberta to the particular Pensions Scheme as drafted by the Committee.

Year after year the Annual General Meeting of the A.T.A. has passed resolutions requesting the Government to put into effect a Pensions Scheme, and, therefore, authority has been given from time to time to

the Executive to press upon the Government the introduction of a scheme.

Arrangements have been made for a half-day session at the next meeting of the Alberta Educational Association, to be devoted to discussion on the scheme for submission. Therefore, ample opportunity will be provided for the teachers to suggest amendments or a complete redrafting of the proposed scheme before any scheme is finally put into effect.

Reasons Why a Pensions Scheme is Necessary

A survey of the figures from 1913 to 1923 reveals the following facts:

1. During those ten years 14,298 new teachers were licensed to teach in Alberta, an average of 1,430 each year.

2. In the same period 11,927 teachers left the profession, an average of 1,193 per year.

3. Of the 1,430 teachers licensed each year, the growth of the educational system required but 237—a yearly wastage of 1,193.

4. The average term of service of all teachers during this period was 2.5 years.

5. Of the 14,289 teachers licensed in ten years, over 50 per cent. held only third class certificates, letters of authority or permits.

Moreover, the insistent demand for more teachers to take the place of those leaving, fills the profession with young men and women deplorably lacking in scholarship, quite inexperience, and generally looking upon the profession only as a stepping-stone to something else.

Of immature years, devoid of experience, these teachers give the best they have of optimism and enthusiasm. But chained to textbooks for information, and to theoretical books on methodology for methods, there can be little effective teaching.

What business concern depending upon a staff so untrained, amateurish, and fluctuating as a teaching profession in Alberta has to do, could last even for a year? Only the nature of the work itself, now competitive, lacking specific ideals or aims, without definite standards of measurement, and supported by public money, has made the educational system the partial success it has been.

The children of Alberta, for the most part in the hands of inexperienced and, to that extent, inefficient teachers, are getting anything but full value for the money expended in their behalf. They are paying for it themselves in wasted years and superficial instruction. Neither school houses nor appliances, nor systems of instruction can take the place of well-qualified, experienced, and earnest teachers.

The remarkably unstable condition of the teaching profession is due to several causes.

Low standards invite candidates to try teaching who are untrained for anything else. The brevity of the professional preparation required has been scarcely a deterrent. Of the candidates, some do not enter the profession to make good, others find the work uncongenial, and so drift out as easily as they drifted in. Low standards and short Normal courses invite many to make of teaching a stepping-stone to other professions; they have no intention of remaining longer than is necessary to earn what money they immediately

require. Many leave the profession because salaries are no more than a plain living, the accumulation of experience bringing little increase in salary, and nothing remaining at the end except old age and penury. How different the case of the business or professional man in other fields, whose business or clientele grows apace with his years, whose own value or worth grows with his experience, and who is considered only in his prime at 50.

It is to remedy this situation, to stabilize in some measure the teaching profession in the Province of Alberta, that a pensions scheme is necessary.

Immediately teaching becomes a profession with a future to which one can look forward with equanimity, it will be a profession worthy to be made a life's work. This function, we claim, a pensions system will perform.

The more that remains in teaching permanently, the less recruiting will be necessary of inexperienced teachers. Entrance standards may be set higher and Normal training lengthened. The institution required to prepare the 1,200 teachers that we are losing annually will be no longer necessary. Expenses can be reduced, or the money better employed to intensify the training given. A higher percentage of male teachers should be encouraged to enter the ranks of teaching. But, above all, any increased stability of the profession will mean more experienced teachers, more efficient teachers, better class-rooms and more adequate opportunity for the children of the Province.

The cost of training these 1,193 who annually left the profession averaged approximately \$250 each, or \$298,250.

Teachers' Aids

MUSIC: GENERAL AIM IN TEACHING MUSIC IN THE PUBLIC SCHOOLS

To teach the child to know and love a number of really fine songs, including patriotic and folk songs, as well as a few of the best hymns, so that he may be able to join with others in singing them outside of school.

To give him some idea of the difference between good and poor music, so that he may have a chance to appreciate the better kind.

To enable him, through a study of the technical side of music, to read at sight music of moderate difficulty, in any common key, involving any of the ordinary rhythm forms, in two or three parts.

And, so to inspire him with the love of music, that he will feel a desire to go on with the study of it in the High School Chorus or Glee Clubs, and later in the Church Choir or other musical organizations of the community.

WHAT OUR PUBLIC SCHOOL MUSIC DEPARTMENT CAN DO FOR THE TEACHER

1. Give information regarding materials to suit his particular needs.

2. Give general suggestions as to seating, singing position, and ventilation during the music period, including the proper seating and arrangement of a class for part singing.

3. Tell him how to improve the tone quality of his class work.

4. Help him in making the most of his musical

ability, be it little or much.

5. Give valuable suggestions as to how to improve untuneful voices, and deal with monotones in the youngest children.

6. Teach him how to teach a rote song.

7. Help him in choosing and teaching appropriate singing games and folk dances.

8. Give him work in melody writing, if he is ambitious, and his class is a good one.

9. If he has access to a talking machine of any kind, show him how to use it to the best advantage in developing musical appreciation.

10. Give methods of training the ear and encouraging attention and concentration.

11. Give him a suitable course of study to cover his individual requirements.

12. Give him help in dealing with the boy's voice in adolescence.

13. Help him in teaching music reading by means of the tonic sol-fa system.

14. Answer any technical questions, or teach any technical problems that he desires for use in his music classes.

15. Help him plan any written work, tests, or examinations that he may have time to give his pupils.

16. Answer questions which would help himself or his classes to appreciate any vocal, instrumental, or orchestral concerts which they may have opportunity to hear.

Apply to—

The A.T.A. Bureau of Education,
3rd Floor, Imperial Bank Bldg.,
Edmonton.

EDUCATIONAL TRAVEL TOURS TO EUROPE FOR TEACHERS AND STUDENTS

Trans-Atlantic steamship companies are offering many attractive tours to the Old Land this summer, under the personal supervision of experienced conductors, which make an especial appeal to teachers, university students, and graduates. The fare from the port of embarkation and return includes all the services on the steamer and the shore trips overseas.

Both the Cunard and White Star Steamship Companies have made special arrangements in this respect. The Cunard Steamship Co. tours are under the personal direction of the Guy Tombs Ltd., Tours Agents, and the W. H. Henry Ltd., Tours Agents. Full particulars are given in their individual pamphlets. The White Star Steamship Co. are represented by Dr. Earl B. Hubbell, Tours Agent. A pamphlet also covers full particulars.

The cost is approximately the same, namely, \$350, plus \$5 war tax, return from Montreal; to this one adds the summer tourist rail fare to Montreal, which will be approximately \$129.05, including war tax. There are also the sleeping car berth fares and meals on the train between Edmonton and Montreal.

It is not necessary to send either your enquiries or your money away from home; enquire and buy in Edmonton when you wish information regarding travel of any kind. Your arrangements can be handled just as safely and carefully in your home city as by so-called experts outside the Province.

Descriptive pamphlets will be forwarded on request, giving the necessary particulars, supplemented by suggestions from travel experts. Deposits are necessary well in advance to secure reservations, and passports should also be arranged.

Address your enquiry to: Educational Travel

Tours, c.o. Bureau of Education, Imperial Bank Building, Edmonton.

Teacher Representation on School Boards

Several enquiries have reached our office recently asking for information regarding "Teacher Representation."

Advantages accruing by having representatives of the teaching profession present with the elected members of School Boards are now generally recognized.

1. The teacher takes to the Board not merely his own technical knowledge of educational questions, but the collected opinions of his teacher colleagues. He is able to explain to the Board the attitude which teachers are likely to adopt with regard to proposals affecting the work of the school, and such knowledge of the teacher's views is often of greatest service to the Board and to its officials.

2. The teacher representative's duties are by no means restricted to offering educational advice to the Board. The teacher learns something upon which the Board may be acting, something of the motives which guide them in reaching their decisions, and without in any way disclosing any procedure which the Board may regard as confidential, he is able to give to the members of the teaching service such information as may prevent misconduct and thus materially aid in the smooth working of the education machine.

3. The teacher-member becomes a bond of union between the School Board and the teaching profession.

4. His presence is a constant evidence of mutual trust and goodwill. (There are those who argue that the Superintendent of Schools is the connecting link between the teachers and the School Board. Of course, there is some point to this idea, but it must be remembered that the Superintendent is an official, that he is not a member of the teachers' organizations, and therefore not in a position to speak with authority as to the opinion of the teachers expressed in meetings free and unfettered by the presence of an official.) Our experience has been that supervising officers at first generally object to the presence of teacher representatives, simply because they have official psychology and naturally desire to control the staff and be the mediator between the Board and the teachers, but later they appreciate its advantages and support the principle.

5. It is worthy of note that the number of School Boards adopting the practice of having elected representatives of the A.T.A. present in a consultative capacity at School Board meetings is steadily increasing, and there is not a single case in Alberta where a School Board once having adopted the principle has finally abandoned it. True, in Edmonton a few years ago the teachers suffered some reaction from a matter of teacher representation being made a political party issue, and in consequence of an election which went against the parties advocating teacher representation, the representatives were for the time excluded. However, saner counsel has prevailed, the matter of teacher representation has been taken out of the political arena, the representatives have been reinstated, and members of the Board who previously strenuously opposed the principle are now the most firmly con-

vinced that teacher representation is a thing which has come to stay: it is an advantage to School Boards as well as a means of bringing about a closer co-operation between employer and employee.

6. Wherever teacher representation has been tried there is a growing volume of public support, and it is possible that in no phase of public service can the practice of having representatives of employer and employee prove more useful than in the field of popular education, for the regulations of any School Board depend very largely for their effectiveness upon the loyal co-operation of the teaching staff.

TEACHER REPRESENTATION IN GREAT BRITAIN

In Great Britain the City and County Council (City and County Council being equivalent to City and Municipal Council in Canada) is the body finally responsible for education, but the work of the Councils is entrusted to committees of the Council known as "Local Education Authorities". These committees are constituted as follows:

The majority of the members are elected members of the City or County Council. The Educational Bill of 1922, however, gives to these education authorities the power of co-opting other members not elected members of the Council. The powers of the local educational authority are practically co-incident with the powers exercised by School Boards in this Province.

The following provision appears in the Education Act of 1902: "Any person shall be disqualified for being a member of an Education Committee who, by reason of holding an office or place of profit, or having any share or interest in a contract or employment, is disqualified for being a member of the Council appointing the Education Committee, but no such disqualification shall apply by reason only of his holding office in a school or college aided, provided or maintained by the Council." That is to say, in this Education Act, provision is specifically made to provide for teachers serving on an Education Board employing them, the powers of which Board are practically co-incident with a School Board in Canada.

This clause was not carried by the Government of the day in face of opposition. It was adopted without dissent by all parties in the House of Commons. That Parliament attached considerable importance to teachers becoming members of the Local Education Committee is obvious from the fact that the insertion of this clause in the Education Act constituted a considerable change in the law and practice with regard to the eligibility of servants of a Council becoming members of a committee of that Council. It is true that the clause is permissive and not mandatory in character, but the power thus conferred upon the Council is considerable. They may appoint as members of the Education Committee teachers working within the area, receiving salary from the Council, and they may, in making such appointment, consider any recommendation on the subject submitted by an Association of teachers.

The above Education Act was passed in 1902, but apparently the mind of Parliament has not changed, for the Education Act of 1918, Sec. 6 (3), declares that teachers are eligible for membership on Joint Committees established by Local Education Authorities.

About 350 teachers and ex-teachers—employees of the Education Committees—are now serving as members of the Education Committees.

It must, of course, be understood that, by reason

of the fact that the School Board in Canada, not the City Council, is the supreme authority for the local education system, its members are directly elected, and therefore co-option of teachers on the School Board is impossible. In other words, the constitution of the Education Authority in Canada prevents the teacher from being a fully fledged member of an education authority—the School Board. Therefore, the closest approach to this is to have teacher representation on School Boards; that is to say, the appointees of the teachers can be afforded the right by the School Board to be present at all School Board meetings, and on request of a member of the Board, or with the permission of the Board, this representative is afforded the privilege of speaking on all questions intimately concerning the teachers or their work.

This is what is meant by teacher representation on School Boards in a consultative or advisory capacity.

FIFTEEN THOUSAND GIVEN FOR PUBLIC HEALTH IN CANADA

Impressed by the character and effectiveness of the public health work being done in Canada by the Canadian Social Hygiene Council, the Metropolitan Life Insurance Company of New York, which makes a specialty of encouraging scientific work of this kind on this continent, has offered through Dr. Lee K. Frankel, its second vice-president, a grant of fifteen thousand dollars to the Council, to add to its budget for the year 1925.

Dr. Gordon Bates, General Secretary of the Social Hygiene Council, in speaking of the action of the Metropolitan Life Insurance Company, said: "Our Council has been in operation for five years. It has fifty branches in Canada, and has a national program for social hygiene and the prevention of venereal diseases throughout the Dominion. Though this program and our work generally have been supported by both Federal and Provincial grants, and we have also had the benefit of many private subscriptions in the forward-

ing of our objective, there have been two very definite weaknesses of the movement, through lack of adequate funds with which to inaugurate them. One of these has been the pressing need of organizers in both the eastern and western parts of Canada, who can be on the ground to inspire programs and assist in the carrying out of the work of the local Social Hygiene Councils. The other need has been for the practical working out of a nation wide scheme for the education of adolescents and children in the meaning of social hygiene, so that from the earliest years onward there may come to them through proper channels a gradual but accurate knowledge regarding certain biological facts, the maintenance of the necessary standards of conduct, and the responsibility of every individual for the building up of those fine and healthful social conditions which are the aim of every scientific hygienist.

Mr. A. D. Hardie, M.A., of Cambridge, an English educationist of note, has just been appointed to the staff of a recently formed Educational Department in the Canadian Social Hygiene Council, with headquarters at Hygeia House, Elm Street, Toronto. Mr. Hardie's task will be to assist this organization to evolve a national scheme for the instruction of all children and adolescents in Canada in the science of life, and the meaning of social hygiene. As this necessitates the education of parents as well as children, it will require very careful expert handling. Mr. Hardie comes to it very thoroughly equipped. He has been for fifteen years headmaster of his own school for boys in London, England; he was for some time chairman of the Committee of Conference of Educational Associations in Britain, where he was associated with Sir Michael Sadler, President of the Conference, and he was Chairman of the London Branch of Private Schools Association.

Through co-operation with existing child welfare organizations, and with an Advisory Committee composed of biologists, hygienists, educationalists and psychologists, it is hoped to evolve a scheme which will be of practical use to parents, teachers, and all who have to do with child life in the Dominion.

Working and Owning For a Living

SCOTT NEARING, Ph.D.

[An Address Delivered in the Empire Theatre,
Edmonton, February 20, 1925.]

I.

I want to speak tonight on a subject, "Working and Owning for a Living", that permits me to take up with you a certain historical struggle that has been going on for a long period of time; not forever in the history of society, because in the earlier social stages this particular economic struggle between those who work for a living and those who own for it did not appear. Property in the tribal society was owned by the tribe, and no member of the tribe was in a position economically where he could live off the labor of the other members of the tribe. But with the advent of what we call civilization,—this period in society that begins with the organization of the civil state, and with certain other corresponding social stages—this phase of civilization has introduced us to a new kind of relation, and that relation is summed up in the

phrase "working and owning for a living."

Now, I should like to begin by calling your attention just briefly to the way in which this struggle has been characterized and thought about in the past. The Marquis de Talleyrand, famous European Tory, said one time that all society was divided into two classes, the shearers and the shorn, and that every man of ability should line himself with the shearers in order to benefit in the shearing process. This represented a relation based on the ownership of the land by one class and the work on the land by another class. A little later, in the United States, a certain distinguished American named Abraham Lincoln, debating with Steven A. Douglas, in 1858, on the subject of slavery, summed up the economies of the issue as he saw it then in this way: "It is the eternal struggle between these two principles, right and wrong, throughout the world. They are the two principles that have stood face to face from the beginning of time; the one is the common right of humanity, the other is the divine right



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of kings. It is the same principle in whatever shape it develops. It is the same word that says, 'You toil and work and earn bread, and I'll eat it.'" Abraham Lincoln was always trying to sum up these ideas in popular, simple phrases; and when he sought to define slavery he defined it with that phrase—one man saying to another man, "You work and toil and earn bread, and I'll eat it."

That was Lincoln's idea of the economics of slavery. If you will apply that idea to slavery or to any other form of this relation of those who work for a living and those who own for it, you will find that it is about as simple and about as accurate and about as complete as such ideas can be made. One man says, "You work and toil and earn bread, and I'll eat it"; and the man who works is the slave. Recently a Professor in the United States summed up the matter this way: All methods of wealth-getting in society can apparently be classified under two heads: first, the rendering of services to others or to society for the sake of an adequate return; and second, the acquirement of gain for oneself at the expense of others, with practically no services rendered to society. The latter method used to be practised by beggars, thieves, lords, courtesans and princes, but, as the Professor says, it is now practised with success by stockholders. Old Thomas Carlyle, though he was a moralist and not an economist, looking out over the world at his time, said, "We must all toil or steal." That was his summary of the methods of gaining a livelihood: We must all toil or steal. Professor Thomas Nixon Carver divides it all into earnings, the returns for service; findings, such as discoveries; and monopolies. One of our conscientious objectors in the Penitentiary in the United States during the war found this verse on the wall of his prison:

"The merchant calls it profit and winks the other eye;
The banker calls it interest and heaves a cheerful
sigh;
The landlord calls it rent as he tucks it in his bag;
But the honest old burglar—he simply calls it swag."

Thus, from the philosopher to the jailbird, from the middle ages down to the modern thinker on economic questions, this line of distinction is recognized. I am saying this, simply because I do not want you to feel that there is anything new about the idea. The idea is only new to people who have not heard it before; it is new in the same sense that the English language is new to every child that is born into the world. The idea is a very old idea, and comes down to us out of the Middle Ages, out of the classical times. It is a very old idea, because as far as we go back into the history of Egypt, 6,500 years, we find this old relation already existing. One of the things that the Assyriologists are doing now is to dig out great lists of the same thing, contracts, etc., to be found on Chaldean monuments. They are digging out the old contracts and notes and other items. One group in the community was able to live without working on the toil of the other group. That idea is the old idea; it is the essence of slavery, and what I should like to attempt tonight is to point out to you that when the history of the present period has been written, history will describe this, our system of economical life, as essentially a slave system; that is, a system under which the relations of society are, in the main, exactly the same as the relations of society under the feudal system, and the relation of society under the

old slave system. The basic economic relation is the same: the particular conditions, the supplying of food, clothing and other items under slavery, may be better or worse; but the essential economic relation remains: the master says to the slave, "You work, and I will eat."

Let us first run over some of the facts, in order that you may be convinced of the validity of this contention. Then I should like to take up certain possible lines of conduct, that we may pursue in the way of meeting this situation.

If you go into any railroad centre, you will find men getting up in the morning, going to work, spending eight, nine, or ten hours a day on the railroad, returning at night, and doing the same thing the next day. Suppose we take a man working on the section gang, and we will say he is making \$5 a day. In the course of a year he puts in, we will say, two hundred days' work; and through that two hundred days' work, sixteen hundred hours of labor time, he receives a return of 5×200 , or \$1,000. He typifies about two million men in the United States that spend a certain number of hours every day and every week on the railroads in various producing capacities, or various service capacities, and who, for their return or their reward, receive a regular wage or a salary. Most of them receive a wage. It is a work wage or a labor wage. And this section hand, with two hundred days of labor at his \$5 a day, is rendering sixteen hundred hours in return for the \$1,000 that he gets.

On the same division of the railroad there is a man who owns twenty thousand dollars' worth of five per cent. railroad bonds. At the end of the year he receives five per cent. on twenty thousand, which is \$1,000. He has owned the bonds for 365 days, and he receives his \$1,000, then, because he has owned the bonds for 365 days; and in that bondholder, that single bondholder, you have typified the great group of stockholders and bondholders in modern society who, with their ownership of certain titles to property, certain mortgages or deeds or bonds or stocks, are able to collect interest and dividends for every day that they own the stocks and bonds.

Now the determining factor in the case of the section-hand is that he works 1,600 hours a year; the determining factor in the case of the bondholder is that he owns the bonds 365 days a year; so on the face of it there is an economic contrast that exists, and that exists throughout organized society. The bond companies or stock companies and the corporations issue stocks and bonds covering loans and deals. The difference between a stock and a bond is that the bond has a specified rate of return and the stock has an indefinite and non-specified rate of return; the economic relation remains the same. The bondholder or the stockholder, because he owns the stocks and bonds, is able to share in the profits of whatever the industry happens to be—the railroad or the steel-mill or the textile mill, or whatever other industry it happens to be. The worker shares in the proceeds of the industry because he does the work, and the bondholder because he owns the stocks and bonds.

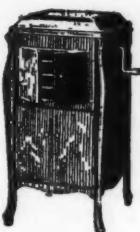
Now, I should like to point out to you the further economic relations existing between these two groups; and in the first place, I want to call your attention to the fact that the owner of the stocks and bonds is better paid than the workman. I have here some figures from the New York Department of Industry, the New York Industrial Commission, Labor Department, giving the average earnings in New York State

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for November, 1924. In fifty-two industries, millions of men work every day for wages in New York State. The average wage is \$31.27 a week, the range being from about \$22 a week in the textile industries to about \$39 in ship-building. These men in New York State are therefore in receipt of about \$1,600 a year. There are a million men, therefore, who are performing their daily and weekly quota of labor and receiving around \$31 a week. In the City of New York, according to the latest report of the Commissioner of Internal Revenue, there are about nineteen men who have incomes of \$20,000 a week; that is, a million a year.

Now, in the first place let me point out to you the sources of this \$20,000 a week. The United States Commissioner of Internal Revenue compiles the sources of income on the following table: Wages and Salaries, Profits, Dividends, and Interest; and each of the incomes is distributed under these heads. In the lower income groups, for example, incomes of one thousand but under two thousand dollars, eighty-one and two-tenths per cent. of all the income is derived from wages or salaries. But in the group of those who receive a million dollars or more per year, two and three-tenths per cent. of the total income is derived from wages and salaries, sixty-six and six-tenths per cent. is derived from dividends, four per cent. from interest, and the remainder is derived from profit. Between the class earning a thousand dollars a year, and earning practically all of it as the return for wages and salary, and the class with a million dollars a year earning practically all of it as a return from property ownership, there are a number of sub-classes, and the percentage of property return increases almost steadily with the rising of the sub-class to higher income, the larger percentage coming from rent, interest, dividends and profits, and the lower percentage from wages and salary. So that if you examine this table and set it side by side with the wages tables which you can get from any modern industrial state, you will find that the small incomes are the incomes of the workers, and that the large incomes are incomes of property-owners, not in the main from wages or salaries, but from the ownership of property. Now, if that general statement is acceptable, and I think it is quite well proven, then it follows—do you see?—that the workers constitute the poorer class in society and the owners constitute the rich class, the workers being poor because they work and the owners being rich because they own property.

Now that contravenes at once our accepted ideas. We go into the schools and say, "Now, my boy, you are a good worker and a hard worker, and a careful fellow: work hard and be careful and you will be looked out for in this life." That is not true, on the face of it. Those who do the work get the \$31 a week, and those who do not do the work get the \$20,000 a week. Therefore the current philosophy that we pursue in our schools is contradicted by the practice of our economic life. In our economic practice the poor are poor because they work, and the rich are rich because they own property; that is, because they do not work. Of course, that is not quite true, because they may own property and work at the same time, but in these large incomes, as I have pointed out, the proportion of income from work is about three per cent., and 97 per cent. comes from the ownership of property. Hence, since the work is a very small element in the income of the large-income-receiver, and the work is the main source of return for the most of our working

people, it is reasonable to assume that the poor are poor because they work and the rich are rich because they own property; or, that the poverty of the poor is the result of their being workers, and the wealth of the rich is the result of their being owners.

Now let me sum that up for you in a remark made to me recently by a man to whom I was talking in the City of Rochester, New York. "I should like to tell you my experience," he said; "I was a lens-grinder for twenty years, and during those twenty years I raised a family, but I was never able to keep more than about two jumps ahead of the game; because whenever I got anything saved up somebody got sick and took it all away. At the end of the twenty years I was just about where I was at the beginning, so I stopped and went into the real estate business. I have been in the real estate business for eight years now. I own two automobiles, I have some money in the bank, and I have everything that I need." Then he added this very significant remark, "No man of intelligence can afford to work for a living in the City of Rochester." Now, of course, if these figures that I have given to you are applicable generally, it should be generally true that no man of intelligence can afford to work for a living in modern industrial society. But the case is a great deal more serious than this.

In our propaganda in the schools, as I pointed out above, we ordinarily tell the children to be honest and careful, to work hard and do what they are told, and so on, and the supposition is that if they do these things that they will get their due reward. Now what is that reward? In the first place, they start in as workers, unless they happen to be intelligent enough to leave the ranks of the workers and join the ranks of the owners. But beyond that, society has provided a series of penalties for the worker, which are growing in emphasis, growing in intensity, with the development of our modern economic system. Let me call your attention to the way in which property returns and labor returns are paid during a period of hard times. We in the United States went through, after 1921, a period of two years of very hard times. During those years there were at one time as many as six million people out of work in the States, and the number of people unemployed and the length of the unemployment constituted a very severe burden on many householders. During those same years the United States Department of Commerce collected and published a list of the payments on interest, dividends, stocks and bonds. This does not include note interest or bank interest; it is only interest on bonds, dividends and stocks. These figures show that although about one-seventh of all workers were employed and many were working on part time only, the property-owners were being fairly well treated. In 1914 the average monthly payment on interest and dividends in the United States was \$148,000,000; that is, nearly \$1,800,000,000 a year. In 1916, this amount was increased \$178,000,000. In 1918 it was up to \$227,000,000; in 1919, to \$265,000,000; in 1920, \$284,000,000. Then came 1921, and it dropped to \$278,000,000; that is, it dropped two per cent. In 1922, it went back to \$284,000,000. In 1923, it went up to \$290,000,000, and for the first eleven months of 1924 it was \$324,000,000. That is, in 1924 the total average payment of interest and dividends was about two and a half times what it was in 1914. During that time we had had a serious period of depression, which was felt almost not at all by the stockholders and bondholders. During that time we went through a period of liquidation, particu-

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larly burdensome for the farmers and the wage-earners. The wages of many of the workers had been cut; yet during that time, year by year, with the exception of the year 1921, the average amount of dividends and interest had steadily increased; and during the last three years, particularly, that increase has been very marked.

Let me sum the thing up for you in this way: In 1921 the United States Steel Corporation had a payroll of \$560,000,000. Orders fell off, and the Corporation had a choice between keeping their workers and dismissing them. If they kept them they had to pay them wages; so they dismissed them, and did not have to pay any wages. That is one of the great advantages of the present system. Under the old system the master who owned the slave could not dismiss that slave; besides, the slave was worth money, and when the master wanted another he had to buy one. But the modern employer simply pays his men off on Friday and tells them he won't need them Monday, and they don't come back until they are wanted. In 1921 the Steel Corporation simply dismissed ten thousand men—but they paid their interest and dividends. That is, they let the workers go on the street, but they kept the stockholders and bondholders on the payroll.

Now, of course, if you stop and think about it—when there is no work for a man to do why should he be paid? Or put it in another way: here is a blast-furnace, but no work for the blast-furnace to do. Why should the owner of the blast-furnace be paid if he holds a bond? He has a guaranteed rate of return, five per cent.; if the company doesn't pay him his return, it can be taken into court and declared bankrupt for failure to meet its obligations. Under present economic conditions, therefore, it is better to be a bondholder than a workman; it is better to be a blast-furnace than a furnace-man; because if you are a blast-furnace you are taken care of even during a period of unemployment, but if you are a furnace-man you are let go. That is, the property-owner is a first charge on accounts, and the wages of the worker disappear when the usefulness of the worker ceases. In England at the present time they have four hundred and eighty blast-furnaces, one hundred and seventy-five of them in blast and the rest cold; but they pay interest on all their obligations, otherwise they are bankrupt. Twenty-three per cent., nearly one-quarter, of all the workers in the iron and steel works of Britain are idle. The industry is not forced to carry that charge. Not only, then, does modern economic society pay the owner much larger returns than it pays the worker, but it pays the owner a much more stable return than it pays the worker. The worker has to face the great fear of unemployment; but the owner of a bond doesn't have to face any difficulty at all; he is simply guaranteed, practically, against loss.

Furthermore, when it comes to collecting, this discrepancy is even more apparent. A worker wishes to collect, we will say—going back to our section-hand—\$5 a day. That means he has to come at eight o'clock in the morning, work until twelve, and then go on at one and work until five, all to make \$5. He puts in eight hours. He has to come strong enough and sober enough to do the work. He has to be efficient to a certain degree. He has to know how to work, otherwise his employers do not want him around. That is what we ask of the worker, certain economic virtues. He must come to the job, stay on the job, and be capable of doing that particular piece of work for which he gets his \$5. Now, what do we ask of the owner?

Why, merely that he own the bonds. If he lives in New York at the present time, the owner can deposit those bonds with a Guarantee Trust Company and have them put away and filed for him; and when the coupons fall due the clerk in the Trust Company clips them off and deposits them to the account of the bondholder, who may live in Montreal, or Los Angeles, or anywhere he likes. He simply has to write a cheque against the Guarantee Trust Company; the bank cashes the cheque, and the transaction is completed. That is, the worker, in order to draw his \$5, has to be on the job eight hours a day and to work; the owner, to draw his \$5, has got to write a cheque and the job is done. In the past there was a certain amount of inconvenience attached. For example, if you owned a piece of land and the tenant on the land did not get any crop, and had his wife sick or his children sick, and no place to go, putting that man off the land is a disagreeable kind of occupation. Nobody likes that kind of thing. It is a raw kind of job. But you can own some Pennsylvania Railroad stock, and the certificate doesn't say that the Pennsylvania Railroad is running on non-union wages; you can own bonds, and the bonds don't say that there is a non-union mine back of those bonds. You just deposit your interest cheques or cut your coupons and the \$5 transaction is done. You can live as perfectly unconscious of anything wrong in the world as a \$20,000 income can make things that way.

I once heard a man in Philadelphia denouncing the carpenters, who had just held a meeting and demanded a six-hour day. He said, "This thing is an outrage! These fellows have an eight-hour day, and now they want to work six hours. It is an outrage!" This gentleman was a medical student in the University of Pennsylvania some years back, and when he was graduating from the medical school a certain young lady in Philadelphia took a fancy to him and married him. She was the daughter of a man who had owned a piece of property outside Philadelphia, and had persuaded the Pennsylvania Railroad to build a railroad running through this property. So he left his daughter fifteen million dollars when he died, and she married this chap. Since that time he has had a cheque every month through his wife, and his activities have consisted in spending the money. Nevertheless, he said, "These carpenters are getting \$10 a day working eight hours! They are not worth it. It is a scandal! They want to work six hours a day, and they won't be worth that, either!" Now, how are you going to measure these things? Here is a carpenter who gets \$10 a day. Suppose he puts out \$12 worth of work in the day and he gets \$10. The community is \$2 richer every day that he works because he produces \$12 worth of value and gets \$10; and the community is \$2 ahead. That is the only way that I know of determining a man's worth in the community. Take the man who produces; subtract the amount he uses, and the difference shows the worth of that man to the community. Now suppose we apply this idea to this other chap. How much is a man worth who was living on his father's money in college, and began to live on his wife's money when he got married? How much is he worth? Well he is worth zero minus everything he has ever consumed in the world, because he has been a steady liability on the labor of the human race. All this time that he has been eating food and wearing clothes and using up goods somebody else has been producing; and since he has done no productive or useful service, the longer he lives the deeper he goes into the world's debt. His only escape from that is either to bump himself off or take

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a job. No other way out of the difficulty, except to go on living and doing what he is doing; and that is exactly the way he is meeting the situation. So not only does the worker get less in amount than the property-owner; not only does the worker's income have less stability, less certainty than that of the property-owner; but the worker renders a definite service for his work, a definite return to society; and over against him is the property-owner, who gets his return simply because he owns the property and in proportion as he owns the property.

There is one other relation that I should like to describe to you just briefly in this connection, and then I want to pass on to another point. I have here an advertisement for \$14,000,000 of Louisville National Railroad Company five per cent. Gold Bonds. These Bonds are dated October 1, 1923, and they mature April 1, 2003, 80-year five per cent. Gold Bonds. Between October, 1923, and October, 1943, for every thousand dollars that you have invested in these Bonds you will draw five per cent. for twenty years; that is \$1,000 interest. You see, for the first twenty years you will draw, say, \$1,000; at the end of the second twenty years the owner of the bonds draws another \$1,000; that takes him to 1963. On the third twenty years the ownership of the bonds yields another \$1,000. That takes the owner to 1983; and during the last twenty years he gets another \$1,000. That takes him to 2003.

And this original \$1,000 of investment has drawn \$4,000 of interest and the original \$1,000 is then handed back to the owner, so that after eighty years the owner of the original \$1,000, if he has put the various interest payments away, has not \$1,000, but \$4,000 plus his original \$1,000; and the \$1,000 at the end of the eighty years is just as capable of earning five per cent. as it was at the beginning of the eighty years. At the end of the eighty years the \$1,000 can begin and do the same thing all over again. Now, contrast that with the life of the ordinary worker from the time he is twenty, let us say, to the time he is forty-five. Then he is in his prime; his usefulness from that time on, his earning power, decreases. From the time he is sixty-five he is lucky if he can hold a job. In another ten years he is definitely out of the game. If he has been able to save anything, he lives on what he has saved; but if not, he lives on his children; and if he doesn't do that, he lives on the poorhouse or supports himself in some other way. Forty or forty-five years is the limit of the earning capacity of a worker. There is no limit to the earning capacity of \$1,000. Under our system \$1,000 at the end of eighty years is just as full of life and pep and ginger as it was at the beginning of the eighty years. The earning capacity of the \$1,000 continues indefinitely.

[The remainder of this Address will appear in April issue.—Editor.]

The Time Table and Class Management

ALEX. STOCKWELL, Connor Creek, Alta.

When one attempts to frame a workable time-table for an Alberta rural school, many "isms" and "ologys" crop up to complicate the problem. We are required to allot the time in accordance with a schedule laid down in the course. Periods must finish at recess or closing time. Interest must be sustained by a suitable variety of subjects. Spelling tests should follow writing lesson for an obvious reason. Music lessons just before the end of morning or afternoon sessions will stimulate the flagging interest of jaded pupils. The time available must be used to the best advantage. The same subject, generally speaking, must

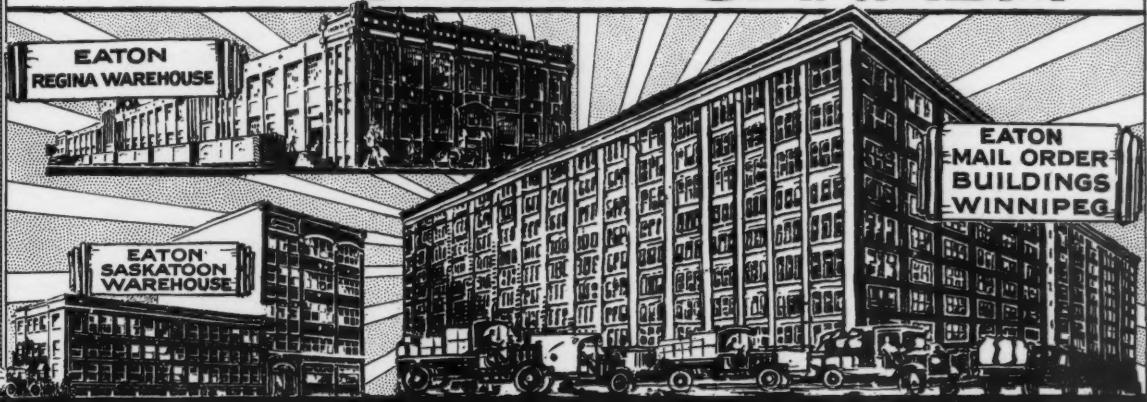
not be taken twice in the same day. How is the teacher to steer the ship of paedogogy through such a maelstrom of perplexities?

The time-table below is offered as a humble attempt to solve the problem. Its shortcomings are patent, but it has proved practicable after trial extending over many months. The weekly time allotment differs by only five minutes, in each of three subjects, from the schedule given in the course. The shortage is made up by an extra fifteen minutes in composition. This allotment applies to the upper grades. The variation is wider for the juniors, as calculation will show.

TIME TABLE

Period	I.	II.	III.	IV.	V.	VI.	VII.	VIII.
Time (Min.)								
9.00- 9.30	30	Reading, 1—5*				Arithmetic, 1—5		
9.30- 9.45	15	"	"		"	"		
9.45-10.00	15	Arithmetic, 1—5*				Reading, 1—5		
10.00-10.20	20	"	"		"	"		
10.20-10.30	10	Writing, 1—5*				Study Spelling, 1—5*		
10.30-10.45	15	Recess*				Recess*		
10.45-11.20	35	Elementary Science (I.-IV.) and Geography (V.-VIII.), 1, 4*						
11.20-11.25	5	"	"		"	Composition, 3—* Physical Education, 2, 5*		
11.25-11.40	15	Composition, 1, 4*			Memory Work, 3*	Physical Education *		
11.40-12.00	20	"	"	*	"	"	Music, 3, 5*	
1.00- 1.40	40	Library Reading, 1, 3, 5	Citiz., 2, 4*		Citiz., 1, 3, 5*	Lib. Reading, 2, 4		
1.40- 2.00	20	Writing, 1—5*	Wr., 1—5*			Writing, 1—5*		
		Busy Work	Study Sp., 1—5*					
2.00- 2.10	10	Busy Work		Test		Spelling		
2.10- 2.15	5	Busy Work		Prepare Reading, etc.	(Dictionary), 1—5*			
2.15- 2.30	15		Recess*			Recess*		
2.30- 3.10	40	Indus. Arts, 1, 3, 5*—Hygiene, 2*—Elementary Science, 4*		(Agriculture VII. and VIII.), 4*				
3.10- 3.15	5	Physical Education, 1, 3, 1*	Hygiene, 2*	Elem. Science, 4*	Indus. Arts, 5*	"	4*	
3.15- 3.30	15	Physical Education *	Music, 2, 4		— Read by Teacher 5*			

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The numbers one to five indicate the teaching days in a week: Monday, one; Tuesday, two, etc. An asterisk denotes a teaching period. Groupings are of the simplest description, as shown. Where vertical division lines are lacking, the same subject is being taken by all classes at the same time. "Industrial Art" is an example. The teacher with fewer grades may modify the scope of this plan to suit his needs. He will so arrange matters that he can take up a lesson when pupils need his help. He cannot expect, for example, to teach a lesson in arithmetic to each one of the primary grades every day, in the fifteen minutes or less at his disposal. As far as possible—especially in composition and history—the work in the new lesson should profitably employ the classes until such time as the teacher can take up their own lesson with them. In arithmetic he may teach a lesson, and leave the class to work by itself with little assistance for several succeeding periods. He is then free to teach something to another grade. And who need the greater share of the help? The juniors, obviously. The older ones can, and must, depend more upon their own resources. And it is distinctly beneficial to them. Teachers in secondary schools tell us that the average rural child coming to school makes rapid progress simply because he has cultivated self-reliance.

Before morning recess, carry on junior writing and senior spelling simultaneously, as shown. Three classes in spelling are enough—II. to IV., V. and VI., VII. and VIII. Take five words each day. The time is too limited to "present" the fifteen words for the day. Teach one class one day and another the next. By Thursday night each class has taken twenty words. Review these on Friday. Stress the "no mistakes this week (term)" ideal and the pupils will strive to live up to it. Call for a show of hands every day. In the afternoon period indicated give out a test, giving three words at once, one to each class.

Recess is marked with an asterisk advisedly. The teacher's presence on the school-ground, and his participation in games prevents aimless gossiping, quarreling, bullying and other evils. A good game, such as "indoor" baseball, fosters the group spirit and quickens the intelligence of the scholars. The play may be motivated by the prospect of a "field day", with a neighboring school. Here again the interest aroused may be turned to good account in composition classes.

A few suggestions re the teaching of reading would not be out of place. Silent reading is an innovation of the greatest value. The increase on the part of the pupil of the ability to grasp the meaning of the printed page is both remarkable and gratifying. Let them prepare questions to ask each other. Discourage "Yes" and "No" questions: the scholars are quick to see their inutility. The scholars will carry on the lesson with the minimum of supervision—leaving the teacher free to help other grades. In literature lessons—especially poetry—assign for oral reading next day, pointing out the punctuation and thought units and discussing the intonation. In the oral lesson read while the pupils listen, then have the whole class read with you. It is quite easy to detect even one pupil who strikes a false note or mispronounces a word. Then let them read without the teacher's leadership, for further criticism and correction. This plan works particularly well for poetry, for each pupil must read rhythmically in order to keep his place. Here, too, is the time to check the "pump-handle" style of reading poetry—the monotonous up and down, sing-singing of the final syllables of successive lines.

Recess over, the same general method of procedure is followed in the teaching of geography or composition. Plan the work so that all classes except the one you wish to teach first may either carry on previous work or collect new material. Next comes physical education as a welcome break, twice a week, in the routine from recess to noon. Memory work on two successive days allows the class to finish work while it is fresh in the mind. The primary classes may well be dismissed for this period if the teacher is busy. Teach them their memorization in the regular composition period. The five-minute period either finishes or begins a longer one in the same subject, and is necessary to give the period its proper length. This occurs in one or two other cases.

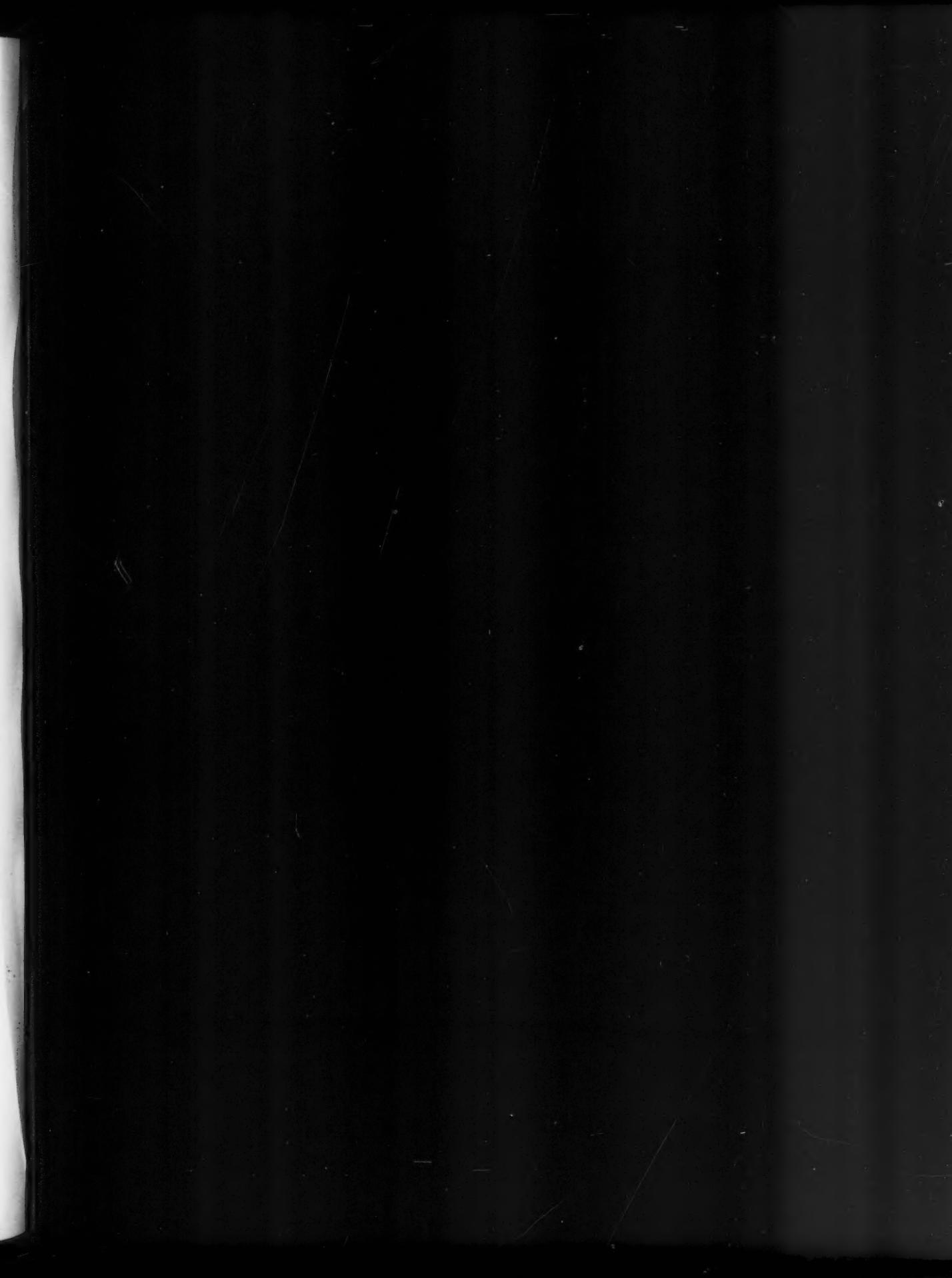
After dinner come the lighter subjects—more recreational by nature. The four senior grades take citizenship while the juniors are employed with library reading, and vice versa the next day. It may be remarked that some children need considerable prodding to read even one book right through in a whole term. They seem to dislike to make the mental effort necessary to comprehend the subject matter. Persistence on the teacher's part will overcome this. Children in exploring this hitherto unknown world of good literature will experience an ever-increasing pleasure. Make them think of what they are reading by questioning them on the salient points in the story.

The last period before afternoon recess is useful for "cleaning up" unfinished work. The closing period on Friday may be used for stories, spelling or arithmetic matches, or the editing and issuing of the school "newspaper."

A word about the management of P.T. and writing classes. P.F. is given every day except Thursday—twice in the morning and twice in the afternoon. Friday morning's period may well be devoted to group games, as suggested in the course. Should the teacher adopt the policy of dividing the school into two groups—senior and junior—the privilege of teaching a new game to the latter is eagerly sought for by senior pupils. Equally popular is the opportunity to form the senior class into two ranks, number them off, and open the ranks into position for drill. The same scheme works wonders in the writing class. The child strives for the perfection necessary to qualify as "teacher" pro-tem; his criticism is received in good part by his mates; and he is led to see his own errors and correct them.

A plan-book of some kind is almost indispensable. In it are jotted down, each day, the next day's lessons in a very brief form. The work of previous days is handy for reference, so as to preserve a due continuity in the lessons. A leaf stuck by one edge inside the back cover carries a record of school errors in English. When the page is filled it is torn out and used for a lesson. Mark in the book the home-work you have assigned. Have the children help you form a homonym list in it. Jot down for future use new ideas as they come to you.

This article is necessarily rather disjointed. The writer has endeavored to offer suggestions rather than lay down rules of procedure. Details, such as seat-work and busy-work, are omitted as being beyond the scope of this essay, and are left to the ingenuity of the individual teacher. Conventions, inspectors' and teachers' magazines, offer assistance with these problems. We offer this with the hope that it may assist the inexperienced teacher to so dovetail his classes as to contribute towards school efficiency.



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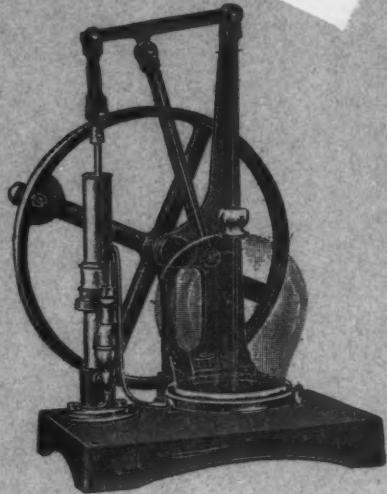
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